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ABSTRACT

This report describes the magnet schools in the Chicago Public Schools (CPS) and analyzes students' access to magnet schools based on their ethnicity and residential location within the city. It also examines change in CPS enrollment patterns that may be related to the development of new magnet schools and magnet school policies. The report begins with a brief history of magnet school policies and a description of Chicago's magnet schools and programs. Data from 32 of the 47 elementary schools that the CPS calls magnet schools are used in this report. The next section describes the location of magnet elementary schools, enrollment patterns at these schools, and changes that have occurred since the implementation of the comprehensive magnet school policy. High schools are examined in the third section. The report concludes with implications for access to magnet schools suggested by population growth patterns over the last several years. Findings show that students in the wealthiest sections of the city have access to many more magnet schools than other families in Chicago, with the least access available to Latino neighborhoods and very low-income African American areas on the South Side of Chicago. African American students must travel farther, on average, than other students to attend the highest achieving schools in the city. Findings also show that many magnet elementary schools do not meet the desegregation goals of the Desegregation Consent decree for CPS. (Contains 42 figures.) (SLD)

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Elaine M. Allensworth
Todd Rosenkranz

August 2000

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I.

Introduction

This report describes the magnet schools in the Chicago Public Schools (CPS), and analyzes students' access to magnet schools based on their ethnicity and residential location within the city. It also examines changes in CPS enrollment patterns that may be related to the development of new magnet schools and magnet school policies.

The impetus for this project arose over concern by the Mexican American Legal Defense and Educational Fund that students of some ethnic groups, or those in some parts of the city, may not have equal access to magnet schools. Some of this concern arose because of the implementation of residential neighborhood areas and transportation zones for magnet schools in 1998, and the staggered development of regional college preparatory magnet schools from 1998 to 2001. There was also concern that there may be differences in magnet school attendance by students' ethnicity due to the geographic placement of the schools and the policies for enrollment.

Some of the issues addressed in this report include:

- Have patterns of magnet school enrollment changed with the implementation of residential neighborhood areas and transportation zones? Are these changes differentially benefiting students of different ethnic groups or those that live in specific sections of the city?

- Are the observable outcomes from recent changes in magnet schools and magnet school policies consistent with the magnet school goals of furthering racial/ethnic integration and keeping high-achieving students in the public schools?

- Has the development of new magnet high schools allowed for equal academic opportunities for high-achieving students across the city?

This report begins with a brief history of magnet school policies, and a description of magnet schools and programs. The next section describes the location of magnet elementary schools, enrollment patterns at those schools, and changes that have occurred since the implementation of the comprehensive magnet school policy. High Schools are then examined in the third section. The report concludes with implications for access to magnet schools suggested by population growth patterns over the last several years.

Are all Magnet Schools and Magnet Programs Similar?

Many types of schools are designated as magnet schools or schools with magnet programs. These include:

Elementary Schools

Regular Magnets—Schools that are subject to the desegregation goals of the consent decree (see Section II for an explanation of the decree).

Scholastic Academies—Schools that are not subject to the desegregation goals of the consent decree.

Regional Gifted Centers—Programs for academically advanced children. These programs can either cover the entire school or be a separate program within a larger non-magnet school.

Classical Schools—Schools for academically advanced children with a challenging liberal arts course of instruction. Most Classical Schools serve grades K-6.

Academic Centers—A program for 7th and 8th graders (with the potential to stretch into the high school years) in select high schools that can be viewed as an extension of the Classical Schools.

High Schools

Traditional Magnets—Schools that are subject to the desegregation goals of the consent decree.

Regional College Preparatory Schools—Schools for above average academic performers that offer rigorous college preparatory educational programs. Each of the six CPS regions will have one of these schools fully operational by 2001. Admission preference is given to residents of a particular region. The first school opened in the fall of 1997, and as of the 1999-2000 school year, four of the six were in operation.

International Baccalaureate Programs—Rigorous academic programs offered in numerous high schools. The use of this program has been greatly expanded recently, although not all of the programs are fully functional and accredited yet.

While magnet schools serve the entire population of a school, the CPS has numerous magnet programs that exist as a part of a non-magnet school. When all of the magnet programs and magnet schools in CPS are considered, there is something designated "magnet" in 203 elementary schools in the city. For the sake of this analysis, we are only focusing on full-school magnets. Magnet programs are not included.

II.

CPS Magnet School Policies

Magnet school policies are complex. Through the following series of questions and answers, we present the different types of magnet schools that operate in the Chicago Public Schools, the history of the magnet schools, and changes in magnet school policy that have occurred over the last decade.

Magnet School History

Officially, magnet schools are schools without fixed attendance areas that can accept students from all over the city. The schools are centered around a specific academic theme (e.g., Math/Science, Fine Arts, Foreign Language, Humanities). Most magnet schools are subject to desegregation goals that promote a racially integrated student body. Unofficially, magnet schools are generally viewed as centers of high quality education and are considered one method of retaining middle class families in the CPS.

When were magnet schools created and why?

Twenty years ago, the CPS signed a desegregation consent decree with the federal government. The CPS agreed to take steps to increase student desegregation, and one of the major tools to be used was the creation of magnet schools. The hope was that by offering special schools, children from all over the city would be attracted to them. Thus, a multiracial student body could be achieved in some schools in a system that had far too many racially isolated schools due to the housing pattern segregation that existed (and still exists) in Chicago.

The goal of the 1980 desegregation consent decree was to create schools that were 15-35 percent white, 65-85 percent non-white. Because the consent decree only uses the terms white and "non-white" in its definition, all African-Americans, Latinos, Asians, and Native Americans are considered together in the non-white category.

However, not all magnet schools are subject to the desegregation goals of the consent decree. Because of the demographic composition of the school system (less than 20 percent white at the time of the consent decree and barely 10 percent white in the 1999-2000 school year), it is impossible for every school in the system to achieve the desegregation goal of having a student body that is between 15 and 35 percent white. As an attempt to bring a quality educational program to additional non-white students, scholastic academies were designed to have the same academic design as magnet schools, but were not subject to the desegregation goals that magnet schools faced. The new Regional College Preparatory High Schools were designed without regard to desegregation goals so that they could accept the highest achieving students, independent of their race/ethnicity. This policy allows these schools to have student bodies with a racial/ethnic composition in excess of 35 percent white.

Magnet School Admission

Enrollment Process

Most magnet elementary schools do not require testing for admission, with the exception of the Regional Gifted Centers, Classical Schools, and Academic Centers. Most magnet high schools either require testing or consider elementary school test scores when granting admission.

What happens when there are more applicants to a school than slots available?

Admission is determined on the basis of a general lottery for those magnets without admissions testing. Multiple lotteries are now conducted, due to a major policy change two years ago. A comprehensive magnet school policy was developed to tie together and standardize all policies that dealt with the various types of magnet schools. Introduced in the fall of 1997 to take effect for the 1998-99 school year, the comprehensive magnet school policy codified existing policies, and introduced two major changes into the magnet school system: the neighborhood set-aside and the transportation buffer.

A comprehensive magnet school policy was developed to tie together and standardize all policies that dealt with the various types of magnet schools.

What is the Neighborhood Set-Aside?

By definition, magnet schools do not have attendance areas. Before the policy change, for schools without a testing component, student slots were allocated on a lottery basis if demand for them was greater than the supply. At magnet schools with strong reputations, the number of applicants for enrollment was quite high and came from all over the city. As a result, a select number of magnet schools that were perceived to be of high quality enrolled only a small number of students from the immediate neighborhood of the school. The Proximity Lottery (also known as the Neighborhood Set-Aside) reserves a certain percentage of the seats in each individual school for children who live in the neighborhood.

What percentage of the spots are reserved for neighborhood children?

In the 1998-99 school year, it was 15 percent. In the 1999-2000 school year, plus all subsequent school years, it is 30 percent. These percentages apply only to new students. If a school did not meet the 30 percent threshold when the policy was implemented, the students already at that school were allowed to continue their education at that school until they graduate. No non-neighborhood students were forced to leave the school so that their spots could be taken by neighborhood students.

How does CPS distinguish between neighborhood children and non-neighborhood children when determining admission to a magnet school?

There is a separate lottery for neighborhood children. When applying to a school, applicants are asked which lottery applies. For magnet elementary schools, the neighborhood is defined as a 1.5-mile radius around the school. For magnet high schools, it is a 2.5-mile radius around the school. If a child lives within the neighborhood around the school, the child will go into a pool with all the other neighborhood children, and those in that pool will be eligible for 30 percent of the seats available.

Are there other lotteries or practices that determine admission?

In addition to the general lottery and the proximity lottery, a third lottery also exists: the sibling lottery. Once a student is admitted to a magnet school, all remaining siblings of that student have an advantage in gaining admission to that school. Forty-five percent of the new seats are reserved for siblings of current students. If there are more siblings applying than there are seats available, then a lottery among the siblings is conducted to allocate the available seats. If not enough siblings apply, then the remaining seats go over to the general lottery for the non-neighborhood, non-sibling applicants.

Furthermore, an additional 5 percent of seats can be allocated at the principal's discretion. That leaves

20 percent of available seats open to citywide applicants when every other lottery uses its full allocation.

How does the neighborhood set-aside apply to high schools?

It applies only to the three traditional magnet high schools (Whitney Young, Von Steuben, and Chicago Agricultural). It does not apply to the Regional College Preparatory schools or any of the International Baccalaureate programs because these schools and programs give admission preference to students who live in the region in which the school is located. Students from outside the region may apply to these schools, but they can only gain admission if all available seats cannot be filled by students from that region.

Transportation Policies

The transportation buffer was the second major change introduced by the comprehensive magnet school policy. Prior to the policy, elementary schools would provide transportation to the school for all students who lived outside of the walking zone of the school. (Bus transportation is not provided for high school students.) Given the size of the city of Chicago, in which some 30 miles separate its northwest and southeast sections, unlimited transportation for elementary school students can involve busing children over large distances and can be rather costly. Transportation zones were implemented for each magnet elementary school to limit the extent to which students could receive transportation services from the school district.

How big is the transportation zone?

The CPS provides transportation to all children who live within a six-mile radius of the magnet elementary school, with the exception of those students who live within the walking zone around the school (otherwise defined as the neighborhood designation of the 1.5-mile radius around the school). Therefore, the transportation zone is between 1.5 and 6 miles from the school in question.

Does this mean that children who live outside of the transportation zone cannot attend that magnet school?

Students who live more than six miles from a magnet school can still attend the school if they gain admission. They just must live within six miles of the school if they wish to have transportation service provided.

Additionally, students enrolled in magnet schools prior to the policy implementation continue to receive transportation services even if they live beyond the six-mile boundary. The transportation service continues until they either move or leave the school.

Are there any exceptions to the transportation zone policy?

There are a limited number of exceptions to the transportation zone policy. The CPS has the option of extending the six-mile buffer for disabled students, and it also will provide transportation from within the 1.5-mile radius if it determines that a serious safety hazard exists and that the child faces unsafe walking conditions en route to school.

Furthermore, a limited number do not have to abide by the six-mile transportation zone limit. Regional Gifted Centers and Academic Centers still provide citywide transportation service.

Schools Included in this Analysis

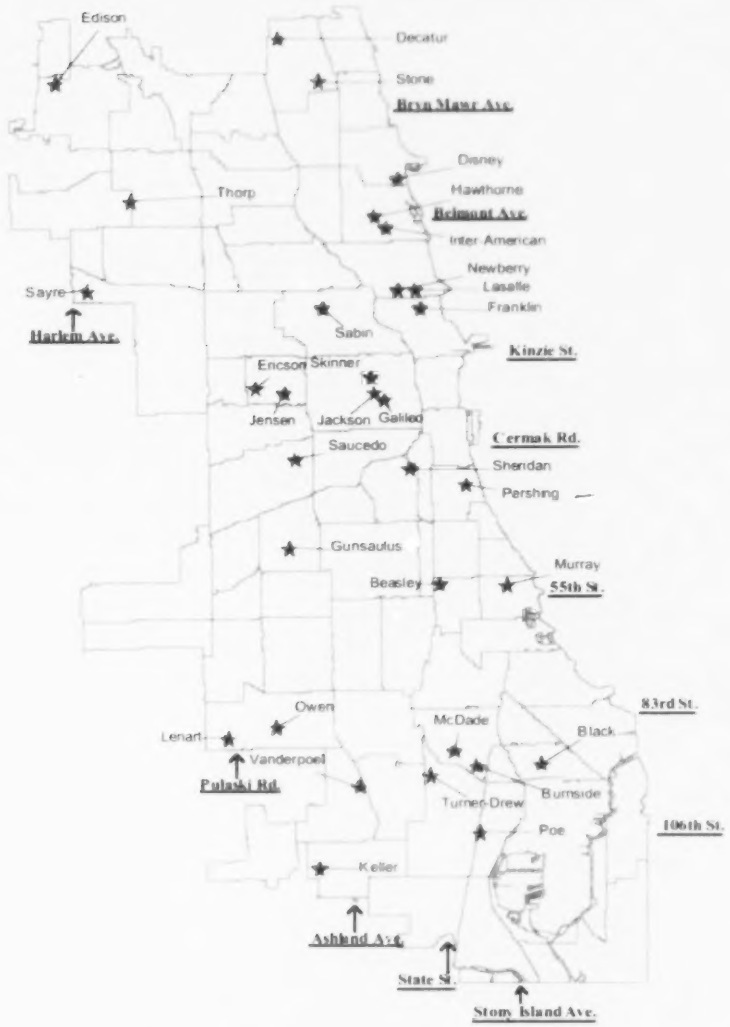
Elementary Schools

Thirty-two elementary schools are included in this analysis. These are full-school magnets that do not have attendance areas. Magnet programs that are part of larger non-magnet schools are not included. Using the classifications outlined in the sidebar on page 2, the following schools are included:

- **Magnets** (15) – Beasley, Black, Disney, Franklin, Inter-American, Andrew Jackson, LaSalle, Murray, Newberry, Pershing, Sabin, Sayre, Sheridan, Turner-Drew, Vanderpoel

Figure 1

Chicago Public Schools: Elementary Magnets



- **Scholastic Academies** (10) – Burnside, Ericson, Galileo, Gunsaulus, Hawthorne, Jensen, Owen, Saucedo, Stone, O.A. Thorp
- **Regional Gifted Centers** (3) – Edison, Keller, Lenart
- **Classical Schools** (4) – Decatur, McDade, Poe, Skinner

The four Academic Centers (Young, Kenwood, Morgan Park, Senn) are not included because they are special programs within a larger school. There are 10 Regional Gifted Centers, but only the three listed above are whole-school centers. A fourth Regional Gifted Center operates in Beasley, so it is included indirectly because Beasley is a magnet school. The remaining six partial-school centers are dropped: Beaubein, Bell, Greeley, Orozco, Pritzker, and Pulaski. Finally, the CPS classifies four other schools as magnet schools (Gallistel, Goodlow, Kanoon, Randolph), but these schools have fixed attendance areas. They do not operate as true magnet schools that do not have attendance areas and accept students from all over the city. So of the 47 elementary schools that the CPS calls magnet, 32 are used in this analysis. These schools are displayed in Figure 1.

High Schools

Unlike the magnet elementary schools, the number of which has been fairly stable since their creation 20 years ago, magnet high schools have seen a great deal of change over the past five years. At the time of the desegregation consent decree, there were several high schools that were supposed to function as magnet schools by drawing a racially diverse student body from around the city. In practice, only a handful of schools developed an academic reputation that attracted students from beyond their immediate neighborhoods. One of the major initiatives of the comprehensive magnet school policy was to expand the number of quality educational opportunities at the high school level. To do this, the three academic magnet schools that have operated since the consent decree was signed (Chicago Agricultural, Von Steuben, Young) were retained; a new school with a military theme

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(Bronzeville Military Academy) was added; and six new Regional College Preparatory High Schools, one in each of the six CPS regions, were planned. Four of the regional college preparatory high schools are operating right now: Northside College Preparatory in Region 1, Jones in Region 3, Lindblom in Region 5, and Southside College Preparatory in Region 6. Walter Payton, the school for Region 2, will open in the fall of 2000, while King, the school for Region 4, will begin operations as a regional college preparatory high school in the fall of 2001. The CPS also categorizes Curie High School as a magnet school because of its fine and performing arts emphasis. We do not include it in this analysis because its academic focus is substantially different than that of the other magnet schools. The three traditional magnets, new military academy, and six regional college preparatory high schools comprise the 10 high schools used in this analysis. These schools are displayed in Figure 2, along with the regional boundaries of the college preparatory schools, and the 2.5-mile neighborhood zones of the traditional magnet high schools.

Figure 2

Magnet High School Locations with Neighborhood Zones

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III.

Magnet Elementary Schools

Enrollment in the 32 magnet elementary schools in the first semester of the 1999-2000 school year was 17,840 students, slightly more than 6 percent of the elementary school students in the CPS. This section will examine the characteristics of these schools and their student populations.

School Location

- Though there are magnet schools in most parts of the city, they tend to be clustered in certain areas.

The highest concentration of magnet elementary schools occurs near the lake on the North Side of the city. Smaller concentrations of magnet schools are located just west of the Loop and directly south of downtown along the lake to 55th Street. A final group of magnet elementary schools are located on the South Side in an area that can be loosely defined as the 95th Street corridor. A few more magnet schools are located in the northwest corner of the city.

The location of each magnet elementary school is displayed in the previous section of this report in Figure 1. Neighborhood zones (1.5-mile radii) around each of the elementary schools are displayed in Figure 3 (next page).

- Because of geographical clustering of schools, residents in many parts of the city are not within the residential neighborhood area of any magnet elementary schools while others are within the residential neighborhood area of three or more magnet schools.
- About half of the students in the CPS do not live within the neighborhood zone of any magnet school.
- African-American and Asian students are more likely to live within the neighborhood zone of more than one magnet school than Latino and white students.

Figure 3 shows areas in the city in which there are clusters of magnet elementary schools (e.g., Lincoln Park and the near West Side). Figure 4 shows that the percentage of CPS students who do not live within a neighborhood zone of at least one magnet school is approximately 50 percent for all racial/ethnic groups, except among Asian students. Approximately one-quarter of African-American and Asian students, however, live within the neighborhood zones of more than one magnet school, while only 10 percent of Latino students, and 14 percent of white students, live within the neighborhood zones of more than one magnet school.

- On average, those parts of the city that are not located near *any* magnet elementary school tend to have slightly lower median family incomes, smaller concentrations of white residents and larger concentrations of African-American residents than those areas that are close to at least one magnet school.

Using 1990 census data rather than student information files allows us to see relationships of magnet school location with neighborhood context

Figure 3

Elementary Magnet School Locations with 1.5-Mile Neighborhood Zones

Figure 4

Percentage of CPS Students Who Live Within 1.5 Miles of One or More Magnet Elementary Schools, by Race/Ethnicity

	African-American	Asian	Latino	White
No schools	48	32	50	48
One school	28	39	40	38
Multiple schools	24	28	10	14

Source: CPS student record files for fall semester, 1999.

without regard to the number of children in the area that attend public school. Because magnet school location may influence parents' decisions to send their children to public school, we use both sources of information in this report. Using census data in this analysis, we find that parts of the city that are not within the neighborhood zone of any magnet elementary school have an average median family income of $29,845. This is slightly lower than the $33,837 average income in the parts of the city covered by the neighborhood zone of at least one magnet elementary school. The proportion of the population that is Latino is approximately the same in both categories. However, those parts of the city that are within 1.5 miles of at least one magnet elementary school have 5 percent more white residents (40 percent compared to 35 percent), and 5 percent fewer African-American residents (37 percent compared to 42 percent).

A more thorough description of the relationship between magnet school location and the economic and racial/ethnic characteristics of city residents follows.

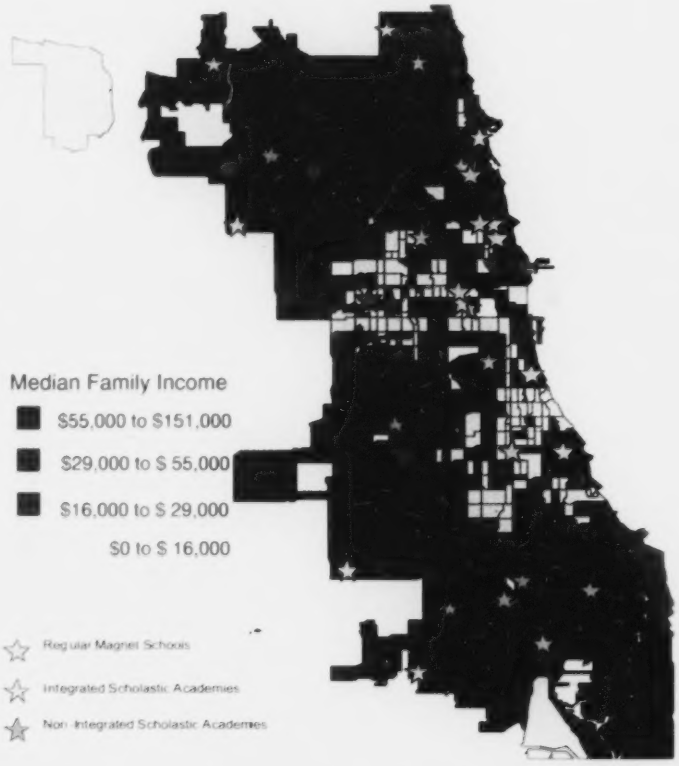
How do magnet school locations correspond with average family income levels across the city?

Figure 5 displays the location of the magnet elementary schools against a map that is shaded to represent different median family income levels throughout the city. Darker shading represents wealthier areas of the city. The magnet schools are also identified by type: regular magnet schools, scholastic academies that are racially integrated, and scholastic academies that are non-integrated.

- The densest concentration of magnet schools occurs near the wealthiest area of the city—the Loop and near North Side.
- Most residents of the near West Side (by the Loop), the near North Side, and the North Side by Belmont Harbor are within the neighborhood zones of three or more magnet schools.
- On the South Side, few magnet schools are located in the most economically disadvantaged areas.
- Except for Beasley, all magnet schools on the South Side are located in high- or middle-income areas.
- On the West Side, three scholastic academies are located in the most economically disadvantaged areas.
- Large middle-income areas on the North and South Sides have no magnet schools.
- With the exception of the eastern and western edges, most of the north side of the city contains no magnet elementary schools. On the South Side, only those areas that are close to 95th Street contain magnet schools.

Figure 5

Elementary Magnet School Location by Median Family Income



Source: 1990 U.S. Census of Population and Housing STF3 files, at the tract level.

How do magnet school locations correspond with the distribution of different ethnic groups across the city?

- There is a moderate relationship between magnet school location and concentration of white population.

Most magnet schools are located in areas with substantial proportions of white residents, notably the Loop and near North Side, and the far southwest and northwest corners of the city (see Figure 6, next page). However, other areas with high concentrations of white residents have no magnet schools: the southeast corner, the area around Midway Airport, and much of the north side away from the lake. Some magnet schools are located in areas with few or no white residents.

- Few magnet schools are located in the areas of highest Latino concentration.

Almost all magnet schools are located in areas that are zero to 20 percent Latino. (See Figure 7, page 13.) Only three magnet schools are located in the areas of the city that are more than 20 percent Latino, that is, the southeast corner of the city,

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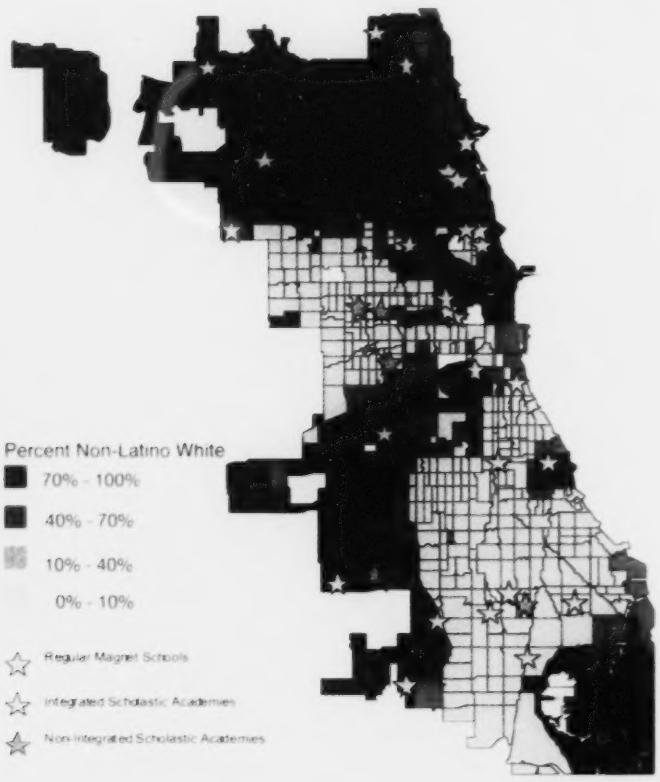
Figure 6

Elementary Magnet School Location by Percent White



Source: 1990 U.S. Census of Population and Housing STF3 files, at the tract level.

and two large corridors spreading northwest and southwest from Roosevelt Road and the Chicago River.

While few magnet elementary schools are located directly in areas that are predominantly Latino, the 1.5-mile neighborhood zones of several magnet schools encompass some areas that are predominantly Latino (see Figure 9, page 14). Therefore, Latino areas are not more likely to fall outside of the 1.5-mile radius of at least one magnet elementary school than are areas without many Latinos. However, Latino residents are more likely than members of other ethnic groups to live at the edge of the 1.5-mile zones rather than in the middle of the zones. Therefore, Latino magnet school students would be more likely than students of other ethnic groups to have to commute into areas in which, ethnically, they are a small minority of the population.

- There is only a slight relationship between the location of magnet schools and concentration of African-American residents.

There are clusters of magnet schools on the West Side, and along the 95th Street corridor, where the population is over 90 percent African-American. (See Figure 8.) However, there are large areas of the South Side and far West Side that are over 90 percent African-American that have no magnet schools.

Racial/Ethnic Composition

- Magnet elementary schools have larger percentages of white and Asian students, and smaller percentages of Latino and African-American students, than do non-magnet schools.

The enrollment for the 32 magnet elementary schools in the first semester of the 1999-2000 school year was 48.3 percent African-American, 26.5 percent Latino, 17.7 percent white, and 6.9 percent Asian.

In comparison, the enrollment in Fall 1999 for all CPS elementary schools was 52.8 percent African-American, 33.9 percent Latino, 10.2 percent white, and 2.9 percent Asian.

How many magnet elementary schools meet the desegregation goals of the consent decree?

- About half of all magnet schools meet the desegregation goals of the desegregation consent decree.

- A larger percentage of Scholastic Academies meet desegregation goals than do

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magnet schools that are supposed to meet the standard.

Figure 10 (next page) shows the racial/ethnic composition of schools by the type of magnet designation. Figure 11 provides more detail by showing the white and non-white enrollment for all 32 schools. Because the desegregation goals in the consent decree discuss school enrollment only in terms of "white" and "non-white," all African-American, Latino, and Asian students are included in the "non-white" category.

Of the 15 magnet schools that are supposed to abide by the desegregation goals of the consent decree, only eight meet the standard of having a white enrollment between 15 and 35 percent.

Among the Classical Schools, none meets the desegregation standard. One has a white enrollment in excess of 35 percent, one has a white enrollment of slightly less than 15 percent, and the other two have single-digit percentages of white enrollments.

Among the Regional Gifted Centers, all three have white enrollments near 35 percent, with two slightly lower than 35 percent and the other slightly higher than 35 percent.

Scholastic Academies are not subject to the desegregation goals of the consent decree. Even so, six of the 10 meet the "15 to 35 percent white" desegregation standard.

Figure 7

Elementary Magnet School Location by Percent Latino

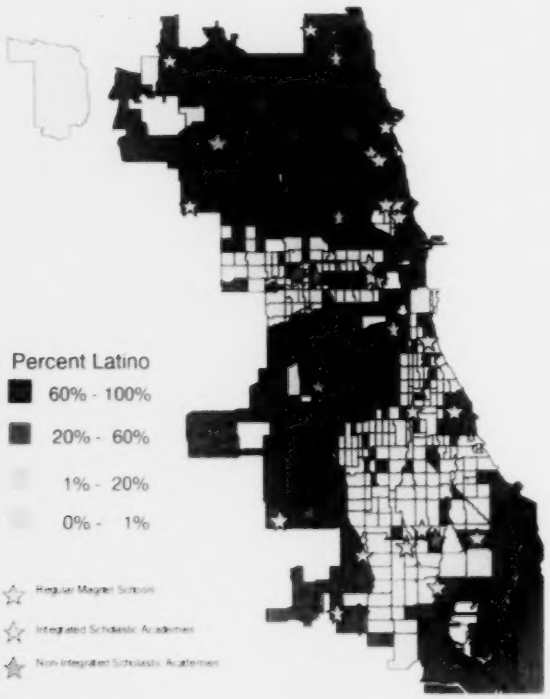
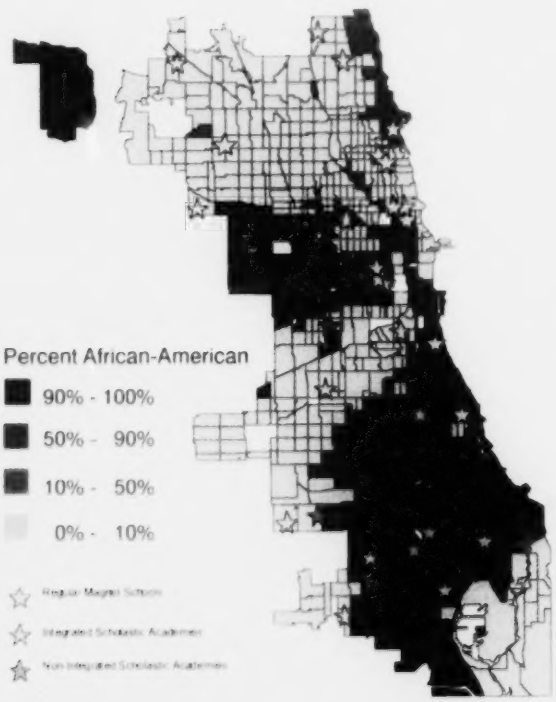


Figure 8

Elementary Magnet School Location by Percent African-American



Source: 1990 U.S. Census of Population and Housing STF3 files, at the tract level

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Figure 9

Demographic Characteristics of Area 1.5 Miles Around Each Magnet School

School	% Latino	% White	% African-American	Median Family Income
Beasley	2%	8%	90%	$16,513
Black	15%	4%	81%	$35,761
Burnside	1%	1%	98%	$32,617
Decatur	8%	70%	7%	$37,791
Disney	17%	58%	16%	$37,062
Edison Gifted	3%	95%	0%	$49,094
Ericson	1%	1%	98%	$15,445
Franklin	4%	75%	18%	$75,518
Galileo	41%	22%	33%	$25,252
Gunsaulus	38%	59%	1%	$31,504
Hawthorne	16%	72%	8%	$48,910
Inter-American	13%	77%	7%	$55,328
Jackson	40%	21%	35%	$24,158
Jensen	8%	3%	89%	$14,786
Keller	2%	67%	31%	$45,645
Lasalle	3%	78%	16%	$78,212
Lenart	6%	93%	1%	$43,516
McDade	1%	1%	98%	$31,314
Murray	1%	25%	69%	$31,541
Newberry	12%	72%	15%	$65,798
O.A. Thorp	8%	88%	0%	$40,978
Owen	9%	79%	11%	$42,503
Pershing	2%	10%	76%	$17,149
Poe	2%	1%	97%	$29,456
Sabin	62%	27%	10%	$20,940
Saucedo	64%	9%	27%	$21,002
Sayre	17%	60%	20%	$39,966
Sheridan Magnet	30%	26%	30%	$23,257
Skinner	31%	24%	41%	$21,279
Stone	15%	59%	10%	$32,978
Turner-Drew	1%	1%	98%	$33,927
Vanderpoel	1%	25%	74%	$44,084

Source: 1990 U.S. Census of Population and Housing.

Figure 10

Racial/Ethnic Composition of Magnet Elementary Schools by School Type

	Number of Students	% White	% African-American	% Asian	% Latino
Regular Magnet	8,969	18.6%	49.5%	8.1%	23.0%
Classical School	1,156	17.7%	61.1%	9.8%	10.7%
Regional Gifted Center	740	35.5%	35.4%	10.4%	17.6%
Scholastic Academy	6,975	14.5%	46.0%	4.6%	34.6%

Source: CPS student record files for fall semester 1999.

magnet schools that are supposed to meet the standard.

Figure 10 (next page) shows the racial/ethnic composition of schools by the type of magnet designation. Figure 11 provides more detail by showing the white and non-white enrollment for all 32 schools. Because the desegregation goals in the consent decree discuss school enrollment only in terms of "white" and "non-white," all African-American, Latino, and Asian students are included in the "non-white" category.

Of the 15 magnet schools that are supposed to abide by the desegregation goals of the consent decree, only eight meet the standard of having a white enrollment between 15 and 35 percent.

Among the Classical Schools, none meets the desegregation standard. One has a white enrollment in excess of 35 percent, one has a white enrollment of slightly less than 15 percent, and the other two have single-digit percentages of white enrollments.

Among the Regional Gifted Centers, all three have white enrollments near 35 percent, with two slightly lower than 35 percent and the other slightly higher than 35 percent.

Scholastic Academies are not subject to the desegregation goals of the consent decree. Even so, six of the 10 meet the "15 to 35 percent white" desegregation standard.

Figure 7

Elementary Magnet School Location by Percent Latino

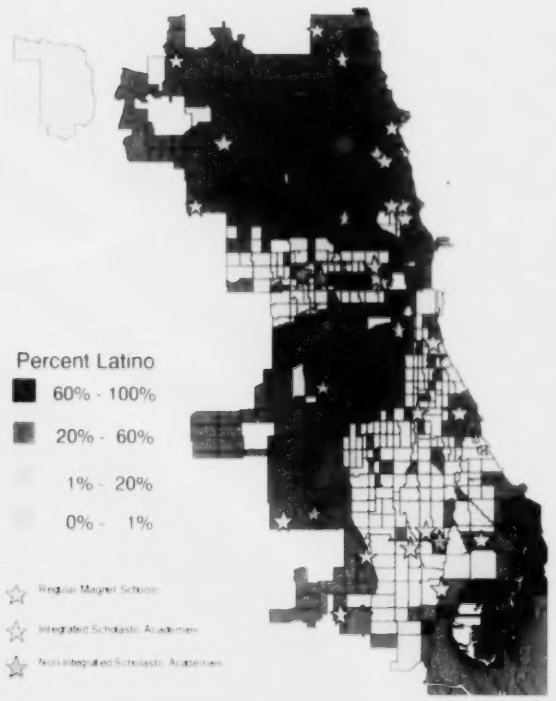
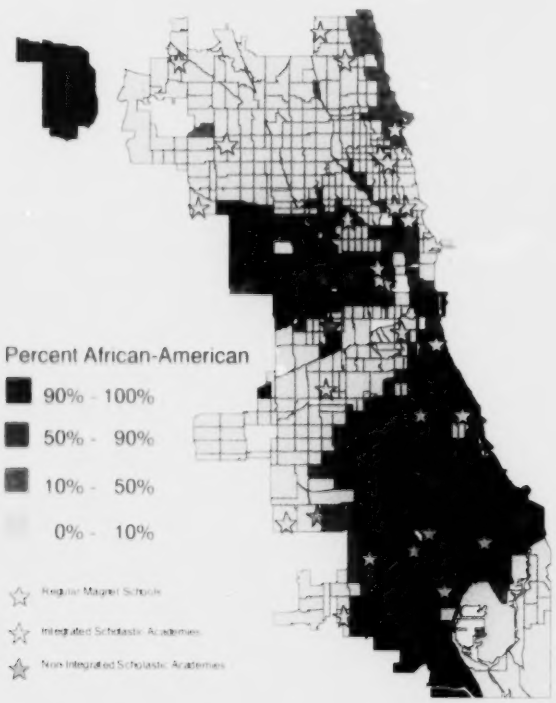


Figure 8

Elementary Magnet School Location by Percent African-American



Source: 1990 U.S. Census of Population and Housing STF3 files, at the tract level.

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Figure 9

Demographic Characteristics of Area 1.5 Miles Around Each Magnet School

School	% Latino	% White	% African-American	Median Family Income
Beasley	2%	8%	90%	$16,513
Black	15%	4%	81%	$35,761
Burnside	1%	1%	98%	$32,617
Decatur	8%	70%	7%	$37,791
Disney	17%	58%	16%	$37,062
Edison Gifted	3%	95%	0%	$49,094
Ericson	1%	1%	98%	$15,445
Franklin	4%	75%	18%	$75,518
Galileo	41%	22%	33%	$25,252
Gunsaulus	38%	59%	1%	$31,504
Hawthorne	16%	72%	8%	$48,910
Inter-American	13%	77%	7%	$55,328
Jackson	40%	21%	35%	$24,158
Jensen	8%	3%	89%	$14,786
Keller	2%	67%	31%	$45,645
Lasalle	3%	78%	16%	$78,212
Lenart	6%	93%	1%	$43,516
McDade	1%	1%	98%	$31,314
Murray	1%	25%	69%	$31,541
Newberry	12%	72%	15%	$65,798
O.A. Thorp	8%	88%	0%	$40,978
Owen	9%	79%	11%	$42,503
Pershing	2%	10%	76%	$17,149
Poe	2%	1%	97%	$29,456
Sabin	62%	27%	10%	$20,940
Saucedo	64%	9%	27%	$21,002
Sayre	17%	60%	20%	$39,966
Sheridan Magnet	30%	26%	30%	$23,257
Skinner	31%	24%	41%	$21,279
Stone	15%	59%	10%	$32,978
Turner-Drew	1%	1%	98%	$33,927
Vanderpoel	1%	25%	74%	$44,084

Source: 1990 U.S. Census of Population and Housing.

Figure 10

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	Number of Students	% White	% African-American	% Asian	% Latino
Regular Magnet	8,969	18.6%	49.5%	8.1%	23.0%
Classical School	1,156	17.7%	61.1%	9.8%	10.7%
Regional Gifted Center	740	35.5%	35.4%	10.4%	17.6%
Scholastic Academy	6,975	14.5%	46.0%	4.6%	34.6%

Source: CPS student record files for fall semester 1999.

Figure 11

Magnet Elementary School Enrollment for Each School

School name	School type	Enrollment	% White	% Non-White	African-American	% Asian	% Latino
Beasley	Regular Magnet	1,282	7.6%	92.4%	86.6%	3.2%	2.2%
Black	Regular Magnet	272	1.8%	98.2%	89.0%	0.7%	7.4%
Disney	Regular Magnet	1,760	25.7%	74.3%	34.3%	10.7%	28.4%
Franklin	Regular Magnet	361	29.6%	70.4%	32.1%	15.5%	19.7%
Inter-American	Regular Magnet	666	19.7%	80.3%	14.9%	2.9%	61.9%
Jackson, A.	Regular Magnet	543	28.9%	71.1%	28.7%	14.4%	27.6%
LaSalle	Regular Magnet	576	34.9%	65.1%	30.4%	13.5%	20.0%
Murray	Regular Magnet	346	23.1%	76.9%	69.4%	3.8%	2.6%
Newberry	Regular Magnet	567	24.0%	76.0%	40.4%	10.6%	24.2%
Pershing	Regular Magnet	268	1.9%	98.1%	95.5%	0.7%	1.5%
Sabin	Regular Magnet	539	8.5%	91.5%	17.6%	1.5%	71.6%
Sheridan	Regular Magnet	531	29.2%	70.8%	27.1%	28.6%	14.1%
Sayre	Regular Magnet	542	11.1%	88.9%	58.7%	4.4%	25.5%
Turner-Drew	Regular Magnet	403	5.5%	94.5%	91.8%	0.2%	2.0%
Vanderpoel	Regular Magnet	313	5.1%	94.9%	90.7%	0.0%	3.8%
Decatur	Classical School	271	43.5%	56.5%	19.2%	18.8%	16.6%
McDade	Classical School	192	1.0%	99.0%	97.4%	0.0%	1.6%
Poe	Classical School	173	5.2%	94.8%	93.6%	0.0%	1.2%
Skinner	Classical School	520	14.6%	85.4%	58.7%	11.9%	14.2%
Edison	Reg. Gifted Center	269	34.9%	65.1%	18.6%	17.1%	27.9%
Keller	Reg. Gifted Center	231	33.3%	66.7%	51.9%	2.6%	11.3%
Lenart	Reg. Gifted Center	240	38.3%	61.7%	38.3%	10.4%	12.1%
Burnside	Scholastic Academy	831	0.2%	99.8%	98.3%	0.0%	1.3%
Ericson	Scholastic Academy	748	0.0%	100.0%	99.9%	0.0%	0.1%
Galileo	Scholastic Academy	607	18.8%	81.2%	25.2%	3.1%	52.9%
Gunsaulus	Scholastic Academy	726	25.6%	74.4%	25.2%	5.5%	43.4%
Hawthorne	Scholastic Academy	547	33.1%	66.9%	29.3%	8.0%	28.7%
Jensen	Scholastic Academy	546	0.2%	99.8%	99.8%	0.0%	0.0%
Owen	Scholastic Academy	257	31.1%	68.9%	53.7%	0.4%	14.4%
Saucedo	Scholastic Academy	1,341	2.9%	97.1%	4.0%	0.1%	92.9%
Stone	Scholastic Academy	593	25.5%	74.5%	26.0%	21.8%	25.0%
Thorp, OA	Scholastic Academy	779	32.9%	67.1%	33.0%	10.8%	22.7%

Source: CPS student record files for fall semester 1999.

Figure 12

Enrollment in Elementary Schools
1991-1992 to 1999-2000

Magnet Schools	1991-1992	1995-1996	1999-2000
White	21.1%	19.2%	17.7%
African-American	46.7%	47.0%	48.3%
Asian	7.2%	7.0%	6.9%
Latino	24.3%	26.1%	26.5%
CPS K-8 Enrollment	**1991-1992**	**1995-1996**	**1999-2000**
White	12.0%	11.3%	10.1%
African-American	56.0%	53.4%	52.5%
Asian	2.8%	3.0%	2.9%
Latino	29.1%	32.1%	34.3%

Source: CPS student record files for fall semester 1999.

How has the racial/ethnic composition of magnet elementary schools changed over time?

- White enrollment has declined in magnet elementary schools from the 1991-1992 school year to the 1999-2000 school year. Because of this decline, half of the regular magnet schools no longer meet the desegregation goals of the consent decree.
- Latino enrollment in magnet schools has increased, but not as rapidly as Latino enrollment in the system.

As shown in Figure 12, white enrollment in both magnet schools and the CPS as a whole declined during the 1990s. The decrease in magnet elementary schools was steeper than in the overall population. Conversely, the Latino population in CPS has greatly increased during this same time frame. And while Latino representation in magnet elementary schools has increased, it has been at half the rate of increase in the overall number of Latinos in CPS elementary schools.

The drop in white enrollment in magnet schools is due almost exclusively to the decline in the number of white students attending the 15 regular magnet elementary schools subject to the desegregation goals of the consent decree. As shown in the school-by-school listing in Figure 11, these 15 schools can be divided into two groups: those that meet the desegregation goals and those that do not. Those that meet the desegregation goals have white enrollments substantially over the minimum goal of 15 percent. The schools that do not meet the desegregation goals are far from the minimum white enrollment of the desegregation goals. As a group, these seven schools met the standard at the beginning of the 1990s, slipped slightly below the standard by the middle of the decade and reached single digits by the end of the decade. (See Figure 13.)

Achievement Levels of Magnet Elementary School Students

- Almost all magnet elementary schools show achievement levels above the national average. More than half of the magnet elementary schools are among the top 30 CPS elementary schools in the percentage of students at or above national norms.

As shown in Figure 14, 28 of the 32 magnet schools post scores on the Iowa Tests of Basic Skills (ITBS) that exceed the national average of 50 percent of students at or above grade level. Those same 28 schools score among the top 20 percent of all CPS elementary schools. Only two of the 32 magnet schools do not score among the top one-third of all CPS elementary schools, and only four post results that are below the national average. One magnet posted results that were lower than the average CPS elementary school.

Figure 13

White Student Enrollment at Regular Magnet Schools

	1991-1992	1995-1996	1999-2000
Meet desegregation goals in Fall 1999 (8 schools)	27.8%	26.9%	26.5%
Do not meet desegregation goals in Fall 1999 (7 schools)	17.4%	13.2%	7.0%

Source: CPS student record files for fall semester 1999.

Figure 14

ITBS Achievement of Magnet Elementary Schools, 1998

School	Type	Average percent of students at or above norms, reading and math	Percentile ranking among CPS schools
Decatur	Classical School	99.7	100
Edison	Regional Gifted Center	98.9	99
Keller	Regional Gifted Center	98.3	99
Lenart	Regional Gifted Center	98.3	99
Skinner	Classical School	96.8	99
Poe	Classical School	93.8	99
McDade	Classical School	89.4	98
LaSalle	Regular Magnet	88.9	98
Sheridan	Regular Magnet	86.0	98
Hawthorne	Scholastic Academy	84.4	97
Murray	Regular Magnet	83.8	97
Jackson, Andrew	Regular Magnet	82.6	97
Thorp, OA	Scholastic Academy	76.4	95
Newberry	Regular Magnet	75.2	95
Owen	Scholastic Academy	72.5	93
Beasley	Regular Magnet	71.6	93
Gunsaulus	Scholastic Academy	71.3	93
Black	Regular Magnet	70.6	93
Franklin	Regular Magnet	69.0	90
Inter-American	Regular Magnet	63.0	87
Stone	Scholastic Academy	62.5	86
Turner-Drew	Regular Magnet	61.5	86
Vanderpoel	Regular Magnet	60.0	85
Galileo	Scholastic Academy	59.8	86
Pershing	Regular Magnet	58.4	84
Sayre	Regular Magnet	56.7	83
Burnside	Scholastic Academy	55.4	82
Disney	Regular Magnet	54.9	82
Saucedo	Scholastic Academy	43.5	70
Sabin	Regular Magnet	41.2	67
Jensen	Scholastic Academy	33.6	55
Ericson	Scholastic Academy	23.6	24

Source: School test score files, May 1998.

Regional Gifted Centers and Classical Schools both use test scores to determine which children to admit. Therefore, it is not surprising that these seven schools post the best results on the ITBS. Not only are they the top 7 scorers among the 32 magnet schools, but they also post scores that are better than all of the remaining Chicago public elementary schools.

Commuting Distances

- Students travel the farthest to attend magnet schools in the neighborhoods by the lake on the North Side and the selective enrollment schools on the outskirts of the city.
- African-American students travel farther than students of other ethnicities to attend magnet schools.

Figure 15 is sorted in descending order by the average distance students travel to attend the school. This allows a rough comparison of the popularity of schools, as schools with the highest "demand" should be drawing their students from greater distances. However, magnet school location within the city also influences distances that students must travel to attend, as schools that are located at the edges of the city will have fewer students that live nearby. Most of the schools listed at the top of the table are either located in the Near North Side/Lincoln Park/Lakeview area, or they are selective enrollment schools at the edges of the city.

This table also shows that African-American students travel the greatest distances to attend magnet schools. While the average distance traveled for whites, Latinos, and Asians is around 2.6 to 2.7 miles, the average distance traveled by African-Americans is 3.27 miles (20 percent higher than the next highest distance traveled, which is 2.69 miles by Latinos).

The final line in the table provides the average distance traveled for all elementary school students in the CPS. Because most elementary schools in the system are neighborhood schools, it is not surprising that the average distance students travel to magnet schools is much larger than the distance that students travel to non-magnet schools. Also of note is that while African-Americans travel the greatest distances to attend magnet schools, this pattern is not replicated in the distance traveled to elementary schools overall. Furthermore, Latino students travel the shortest distances to elementary schools overall, while the distance traveled to magnet schools by Latinos is about the same as the distance traveled by whites or Asians.

Do all children in Chicago have transportation access to several magnet schools?

- All children in Chicago live within the six-mile transportation zone of at least one magnet elementary school.
- Most children are within the six-mile transportation zone of at least 10 magnet elementary schools.
- On average, white children live within the transportation zones of fewer magnet schools than children of other ethnic groups.

Figure 16 (page 20) displays the percentage of children in Chicago who live within the transportation zone of fewer than five magnet schools, and those that live within the transportation zone of fewer than 10 magnet schools. Most children in Chicago have transportation rights to a large number of magnet elementary schools. On average, white children live within six miles of fewer magnet schools because most white children live on the edges of the South Side of the city and on the North Side, rather than in the center of the city.

How far did students live from each magnet school before and after the enactment of the Comprehensive Magnet School Policy?

- On average, the enrollment patterns by students' residences have not changed substantially two years after the enactment of the policy.
- If current trends continue, the percentage of students traveling six or more miles to attend magnet elementary schools will decline substantially over the next several years.
- Many magnet schools that did not meet the neighborhood enrollment goals in 1997 did enroll a larger percentage of new students from their neighborhood in 1999 than they had prior to the policy.

Figure 15

Average Distance Traveled To School By Race/Ethnicity Of Student, 1999

School Name	School Type	Average Distance in miles				
		Total	White	African-American	Asian	Latino
Skinner	Classical School	5.34	4.46	6.10	3.68	4.61
Edison	Regional Gifted Center	4.90	4.13	8.38	4.17	3.98
Newberry	Regular Magnet	4.43	3.76	4.82	5.27	4.14
Franklin	Regular Magnet	4.35	4.23	3.95	5.36	4.43
Lenart	Regional Gifted Center	4.32	3.40	5.00	4.70	4.82
Inter-American	Regular Magnet	4.00	3.25	4.86	4.44	4.02
LaSalle	Regular Magnet	3.95	2.87	5.00	4.25	3.97
Keller	Regional Gifted Center	3.89	3.17	4.03	8.72	4.56
Beasley	Regular Magnet	3.84	4.78	3.74	4.30	4.00
Disney	Regular Magnet	3.79	3.23	4.38	3.10	3.87
Pershing	Regular Magnet	3.37	1.99	3.40		
Galileo	Scholastic Academy	3.23	2.12	4.59	1.71	3.04
Poe	Classical School	3.09	1.77	3.18		
Jackson, Andrew	Regular Magnet	3.05	2.53	4.07	1.63	3.19
Vanderpoel	Regular Magnet	2.84	2.41	2.87		2.72
Hawthorne	Scholastic Academy	2.84	2.12	3.48	2.49	3.15
Sabin	Regular Magnet	2.76	1.93	3.24	3.37	2.73
Decatur	Classical School	2.63	2.68	3.10	1.87	2.80
Thorp, OA	Scholastic Academy	2.56	1.56	3.84	2.65	2.16
McDade	Classical School	2.50		2.45		
Turner-Drew	Regular Magnet	2.42	2.61	2.38		3.45
Sheridan	Regular Magnet	2.37	1.73	4.65	0.76	2.48
Burnside	Scholastic Academy	2.31		2.29		3.55
Black	Regular Magnet	2.27	2.62	2.27		2.32
Jensen	Scholastic Academy	2.20		2.20		
Murray	Regular Magnet	2.15	0.97	2.51	2.29	2.83
Gunsaulus	Scholastic Academy	2.07	1.58	4.48	0.93	1.10
Sayre	Regular Magnet	1.95	1.46	2.02	1.47	2.10
Ericson	Scholastic Academy	1.69		1.69		
Saucedo	Scholastic Academy	1.67	2.43	2.88		1.59
Owen	Scholastic Academy	1.59	1.01	1.94		1.67
Stone	Scholastic Academy	1.38	1.17	1.93	0.65	1.63
Magnet Elementary Total		**2.96**	**2.61**	**3.27**	**2.68**	**2.69**
All Elementary Schools Total		**0.80**	**0.85**	**0.85**	**0.93**	**0.68**

Source: CPS student record files, fall semester 1999.

Figure 16

Ethnicity of Children by Transportation Zone Access

	Percent within transportation zone of fewer than 5 Magnet Schools	Percent within transportation zone of fewer than 10 Magnet Schools
African-American	0%	27%
Asian	2%	35%
Latino	1%	14%
White	10%	47%

Source: 1990 U.S. Census of Population and Housing STF3 files, which include children not enrolled in the CPS. Because these data are 10 years old, we also calculated these percentages using current student enrollment in the CPS. The relationships did not change.

Before the comprehensive magnet school policy existed, it did not matter where magnet school students resided because these schools had no attendance areas and could draw students from all over the city. The policy separates students into three categories depending on their distance from a magnet school: those who live within 1.5 miles of the school, those who live between 1.5 miles and 6 miles from the school, and those who live beyond 6 miles from the school. Students who live within 1.5 miles of the school are eligible for the proximity lottery in order to gain admission to the magnet school. Those who live between 1.5 miles and 6 miles from the school are eligible to receive transportation to the school should they gain admission through the general lottery. Those who live beyond six miles from the school can attend the school should they gain admission, but they cannot receive transportation (unless they attend Regional Gifted Centers).

Figure 17 shows the enrollment of magnet school students based on their distance from the school at the time the policy was introduced, sorted in ascending order by the percentage of students who lived in the neighborhood. At that time, 14 of the 32 schools did not meet the 30 percent neighborhood children standard. An additional 7 schools were above the standard, but were only within 5 percentage points of it. Overall, the 32 magnet elementary schools had an average enrollment of 33.4 percent coming from within the 1.5-mile radius, so on average the schools were just above the standard proposed by the comprehensive magnet school policy. Almost 11 percent of the enrollment of these schools came from beyond the 6-mile radius, with a few schools having as many as one of every three students coming from beyond that distance.

The schools in Figure 18 (page 22) appear in the same order as in Figure 17. The total percentage of enrollment from within 1.5 miles of the magnet school did not change, remaining at 33.4 percent. Fourteen schools did not meet the 30 percent neighborhood goal with their fall 1997 enrollment, but by fall 1999, 15 schools did not meet that goal, as Burnside saw its share dip below the 30 percent threshold. In that two-year time frame, the share of students who came from beyond six miles dropped from 10.9 percent to 10.2 percent, so that 125 fewer students lived more than six miles away from their magnet school.

While the new policy did not seem to affect overall enrollment in magnet schools, a few points must be noted. First, because the policy explicitly said no child would be displaced if he or she was already enrolled at the time of the policy implementation, the full effects of the policy change will not be seen until at

Figure 17

Fall 1997 Enrollment by Distance from School

School Name	School Type	1997 Enrollment	% less than 1.5 miles	% between 1.5 and 6 miles	% greater than 6 miles
Lenart	Regional Gifted Center	239	8.8%	69.0%	22.2%
Inter-American	Regular Magnet	638	9.2%	82.1%	8.6%
Franklin	Regular Magnet	366	12.8%	56.0%	31.1%
Beasley	Regular Magnet	1,240	13.1%	68.9%	18.1%
Newberry	Regular Magnet	579	13.3%	66.8%	19.9%
Skinner	Classical School	440	13.4%	49.8%	36.8%
Disney	Regular Magnet	1,691	15.8%	69.1%	15.0%
Edison	Regional Gifted Center	278	17.3%	45.7%	37.1%
Keller	Regional Gifted Center	203	18.7%	54.2%	27.1%
Poe	Classical School	184	20.1%	75.0%	4.9%
Vanderpoel	Regular Magnet	303	23.4%	73.9%	2.6%
LaSalle	Regular Magnet	575	24.2%	56.9%	19.0%
Hawthorne	Scholastic Academy	586	26.5%	70.0%	3.6%
Sabin	Regular Magnet	542	29.9%	66.2%	3.9%
Burnside	Scholastic Academy	834	30.3%	69.1%	0.6%
Thorp, OA	Scholastic Academy	789	31.2%	64.4%	4.4%
McDade	Classical School	189	31.7%	66.1%	2.1%
Decatur	Classical School	268	32.1%	63.8%	4.1%
Turner-Drew	Regular Magnet	398	32.4%	66.6%	1.0%
Black	Regular Magnet	248	33.5%	63.7%	2.8%
Jackson, Andrew	Regular Magnet	542	34.5%	53.5%	12.0%
Galileo	Scholastic Academy	616	37.3%	45.3%	17.4%
Pershing	Regular Magnet	261	42.1%	28.0%	29.9%
Sayre	Regular Magnet	541	44.4%	52.7%	3.0%
Gunsaulus	Scholastic Academy	733	48.0%	46.2%	5.7%
Jensen	Scholastic Academy	576	48.6%	43.8%	7.6%
Sheridan	Regular Magnet	542	52.0%	33.9%	14.0%
Murray	Regular Magnet	349	55.0%	38.4%	6.6%
Ericson	Scholastic Academy	732	59.0%	34.6%	6.4%
Saucedo	Scholastic Academy	1,333	61.7%	36.7%	1.6%
Owen	Scholastic Academy	272	62.1%	34.6%	3.3%
Stone	Scholastic Academy	604	66.9%	29.1%	4.0%
TOTAL		**17,691**	**33.4%**	**55.8%**	**10.9%**

Source: CPS student record files, 1997 fall semester.

Figure 18

Fall 1999 Enrollment by Distance from School

School Name	School Type	1999 Enrollment	% Less than 1.5 miles	% Between 1.5 and 6 miles	% Greater than 6 miles
Lenart	Regional Gifted Center	240	8.3%	68.8%	22.9%
Inter-American	Regular Magnet	666	8.4%	81.2%	10.4%
Franklin	Regular Magnet	361	19.7%	57.6%	22.7%
Beasley	Regular Magnet	1,282	16.7%	66.4%	16.9%
Newberry	Regular Magnet	567	13.8%	65.3%	21.0%
Skinner	Classical School	520	12.3%	50.0%	37.7%
Disney	Regular Magnet	1,760	18.5%	67.7%	13.8%
Edison	Regional Gifted Center	269	19.0%	47.6%	33.5%
Keller	Regional Gifted Center	231	25.1%	46.8%	28.1%
Poe	Classical School	173	17.3%	78.0%	4.6%
Vanderpoel	Regular Magnet	313	20.4%	76.0%	3.5%
LaSalle	Regular Magnet	576	22.7%	60.6%	16.7%
Hawthorne	Scholastic Academy	547	28.9%	68.0%	3.1%
Sabin	Regular Magnet	539	27.1%	69.9%	3.0%
Burnside	Scholastic Academy	831	29.4%	69.2%	1.4%
Thorp, OA	Scholastic Academy	779	34.1%	61.6%	4.2%
McDade	Classical School	192	30.2%	68.8%	1.0%
Decatur	Classical School	271	30.6%	65.3%	4.1%
Turner-Drew	Regular Magnet	403	33.0%	66.0%	1.0%
Black	Regular Magnet	272	37.1%	59.2%	3.7%
Jackson, Andrew	Regular Magnet	543	32.8%	56.7%	10.5%
Galileo	Scholastic Academy	607	33.9%	48.8%	17.3%
Pershing	Regular Magnet	268	38.1%	41.4%	20.5%
Sayre	Regular Magnet	542	47.8%	49.4%	2.8%
Gunsaulus	Scholastic Academy	726	48.8%	46.6%	4.7%
Jensen	Scholastic Academy	546	47.1%	45.2%	7.7%
Sheridan	Regular Magnet	531	51.2%	37.1%	11.7%
Murray	Regular Magnet	346	51.4%	43.1%	5.5%
Ericson	Scholastic Academy	748	56.4%	39.3%	4.3%
Saucedo	Scholastic Academy	1,341	60.9%	37.2%	1.9%
Owen	Scholastic Academy	257	60.7%	37.7%	1.6%
Stone	Scholastic Academy	593	67.8%	29.3%	2.9%
TOTAL		**17,840**	**33.4%**	**56.4%**	**10.2%**

Source: CPS student record files, 1999 fall semester.

least eight years from the implementation date because time must pass to allow students to work their way through the system.

Second, as shown in Figure 19, when the magnet school pool is limited to only those schools that did not meet the neighborhood standard, it is clear that implementation of the comprehensive magnet school policy is having the desired effect on those schools. On average, among the 14 schools that did not meet the 30 percent threshold in 1997, 15.3 percent of the students admitted prior to the fall of 1998 lived within 1.5 miles of their school. Among those admitted after that date, 20 percent lived within 1.5 miles of their school. This increase of nearly one-third was driven by a handful of schools in which the proportion of new students enrolling from the neighborhood increased dramatically. Beasley admitted more than twice as many local children after the policy was implemented, and Franklin, Disney, and Hawthorne all saw large increases in the share of students who lived within 1.5 miles of the school.

Figure 19

Fall 1999 Enrollment by Distance from School: Magnet Elementary Schools that Did Not Meet the 30 Percent Neighborhood Threshold Prior to Fall 1999

		Students Enrolled After the Policy				Students Enrolled Prior to the Policy			
School Name	**School Type**	**# of Students**	**< 1.5 Miles**	**1.5 to 6 Miles**	**> 6 Miles**	**# of Students**	**< 1.5 Miles**	**1.5 to 6 Miles**	**> 6 Miles**
Lenart	RGC	89	7.9%	70.8%	21.3%	149	7.4%	68.5%	24.2%
Inter-American	magnet	133	5.3%	82.0%	12.8%	453	6.6%	83.0%	10.4%
Franklin	magnet	150	23.3%	62.0%	14.7%	200	12.5%	57.5%	30.0%
Beasley	magnet	497	23.1%	62.4%	14.5%	774	11.4%	69.9%	18.7%
Newberry	magnet	197	13.2%	68.0%	18.8%	356	10.7%	66.3%	23.0%
Skinner	classical	193	12.4%	48.7%	38.9%	181	11.0%	51.9%	37.0%
Disney	magnet	431	24.8%	64.5%	10.7%	1,158	13.8%	70.6%	15.5%
Edison	RGC	81	19.8%	39.5%	40.7%	185	17.3%	51.9%	30.8%
Keller	RGC	95	20.0%	51.6%	28.4%	129	26.4%	44.2%	29.5%
Poe	classical	66	15.2%	81.8%	3.0%	105	17.1%	77.1%	5.7%
Vanderpoel	magnet	160	11.3%	83.8%	5.0%	149	28.9%	69.1%	2.0%
LaSalle	magnet	164	21.3%	60.4%	18.3%	394	19.8%	63.5%	16.8%
Hawthorne	SA	152	38.2%	59.2%	2.6%	385	23.4%	73.2%	3.4%
Sabin	magnet	207	22.7%	75.8%	1.4%	324	28.1%	67.9%	4.0%
TOTAL		**2,615**	**20.0%**	**64.9%**	**15.1%**	**4,942**	**15.3%**	**68.2%**	**16.5%**

Source: CPS student record files, 1999 fall semester.

IV.

Magnet High Schools

Slightly fewer than six percent of the 96,000 CPS high school students enrolled in the Fall of 1999 attended magnet schools. This section examines the location of these schools, their racial/ethnic composition, commuting patterns to the schools, and the achievement levels of their students. It concludes with an analysis of the retention of high-achieving elementary school students in the system, and enrollment of students into CPS magnet schools from private elementary schools, within the context of changing magnet high school policies.

School Location

- Each of the three traditional magnet high schools is located in a distinct part of the city: the far North Side (Von Steuben), the center of the city (Whitney Young), and the Southwest corner (Chicago Agricultural).
- The new regional college preparatory schools for Regions 2, 3 and 4, as well as the new military academy, are located close to the lake.
- The new regional college preparatory schools for Regions 1, 5 and 6 are centrally located within their regions.

Figure 20 (next page) displays the location of each magnet high school. Also displayed are the division lines between the regions that define the neighborhood areas for each of the college preparatory schools, and the 2.5-mile radii neighborhood zones for the traditional magnet schools.

How do magnet school locations correspond with average family income levels across the city?

- Magnet high schools are located in economically diverse areas of the city.

Figure 20 displays the location of the magnet high schools against a map that is shaded according to the median family income level in the census tract area. Magnet high schools are located or designated in wealthy, middle income, and impoverished areas.

How do magnet school locations correspond with the distribution of different racial/ethnic groups across the city?

- Most of the magnet high schools are located in or just outside of areas with high concentrations of white residents.

Northside College Preparatory, Payton, Jones, and Chicago Agricultural are located in areas that are over 40 percent white. (See Figure 21, next page.) Most of the other magnet schools, with the exception of Von Steuben and Young, are located in areas that are less than 10 percent white, but they are adjacent to areas that are predominantly white. Whitney Young and Von Steuben are in areas that have moderate concentrations of white population and are adjacent to areas that are predominantly white.

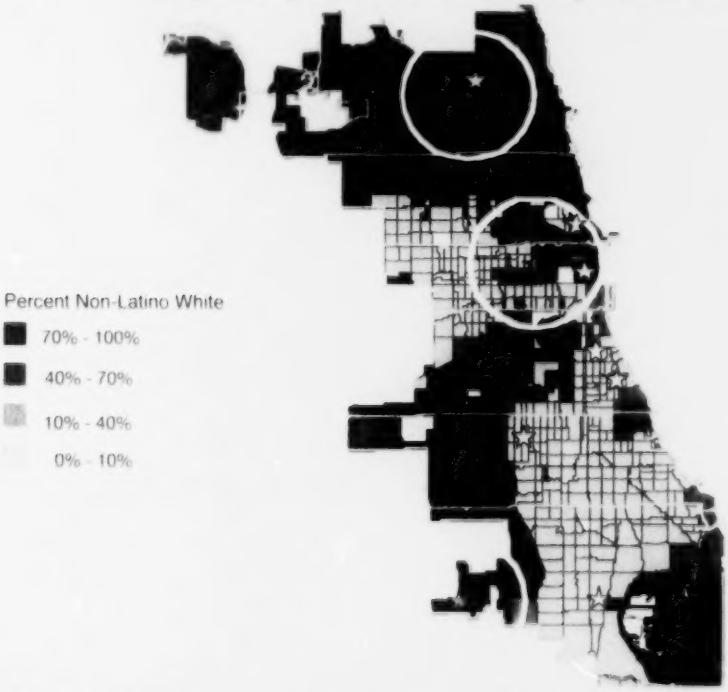
- Most magnet high schools are located outside of areas that have substantial proportions of Latino residents.
- There are no magnet schools in those areas of the

Figure 20

Magnet High School Location by Median Family Income

Figure 21

Magnet High School Location by Percent White



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Source: 1990 U.S. Census of Population and Housing STF3 files at the tract level.

city with the highest concentrations of Latino residents—the center and west sides of Regions 2 and 4, and the southeast corner of the city.

Almost all of the magnet high schools are located in areas that are less than 20 percent Latino (see Figure 22). Only Von Steuben is located in an area with a moderate percentage of Latino residents, and it is at the edge of that area.

- Four of the current or proposed college preparatory high schools are located in areas of the city that are predominantly African-American. They are all located on the edges of the African-American area on the South Side.
- None of the traditional magnet high schools was located within an area that is predominantly African-American (see Figure 23).
- There are no magnet high schools in the predominantly African-American area of the West Side.

Racial/Ethnic Composition

- On average, magnet high schools enrolled larger percentages of white and Asian students, and smaller percentages of African-American and Latino students, than did regular schools.

Figure 24 (next page) displays the number of high school students attending CPS high schools in 1999, by race/ethnicity, as well as the number attending only the magnet high schools.

Figure 22

Magnet High School Location by Percent Latino

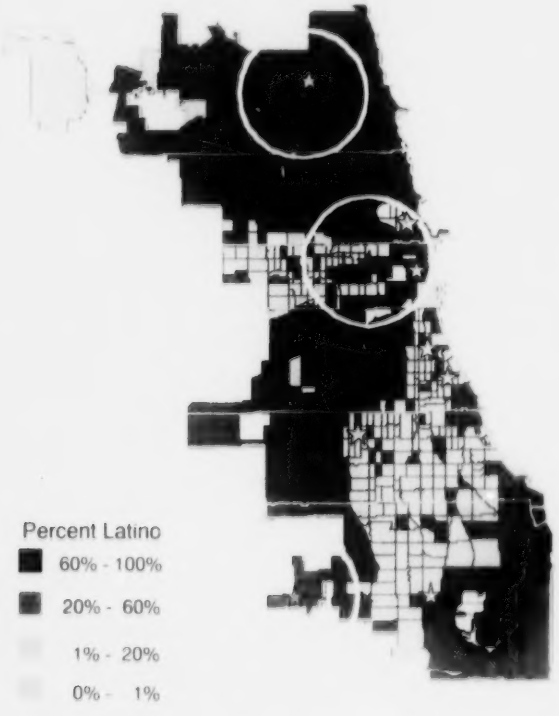
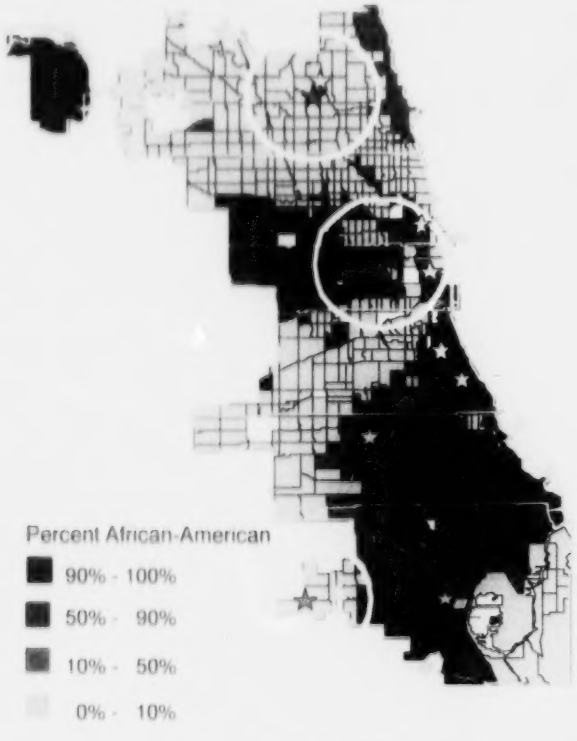


Figure 23

Magnet High School Location by Percent African-American



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Source: 1990 U.S. Census of Population and Housing STF3 files at the tract level.

Figure 24

Total High School Enrollment, 1999

Enrollment of all Students in Grades 9-12 in CPS High Schools		
White	10,838	11%
African-American	50,696	53%
Native American	176	0%
Asian	3,969	4%
Latino	30,232	32%
Total	**95,911**	**100%**
Magnet High School Enrollment		
White	1,349	24%
African-American	2,410	43%
Native American	39	1%
Asian	713	13%
Latino	1,116	20%
Total	**5,627**	**100%**

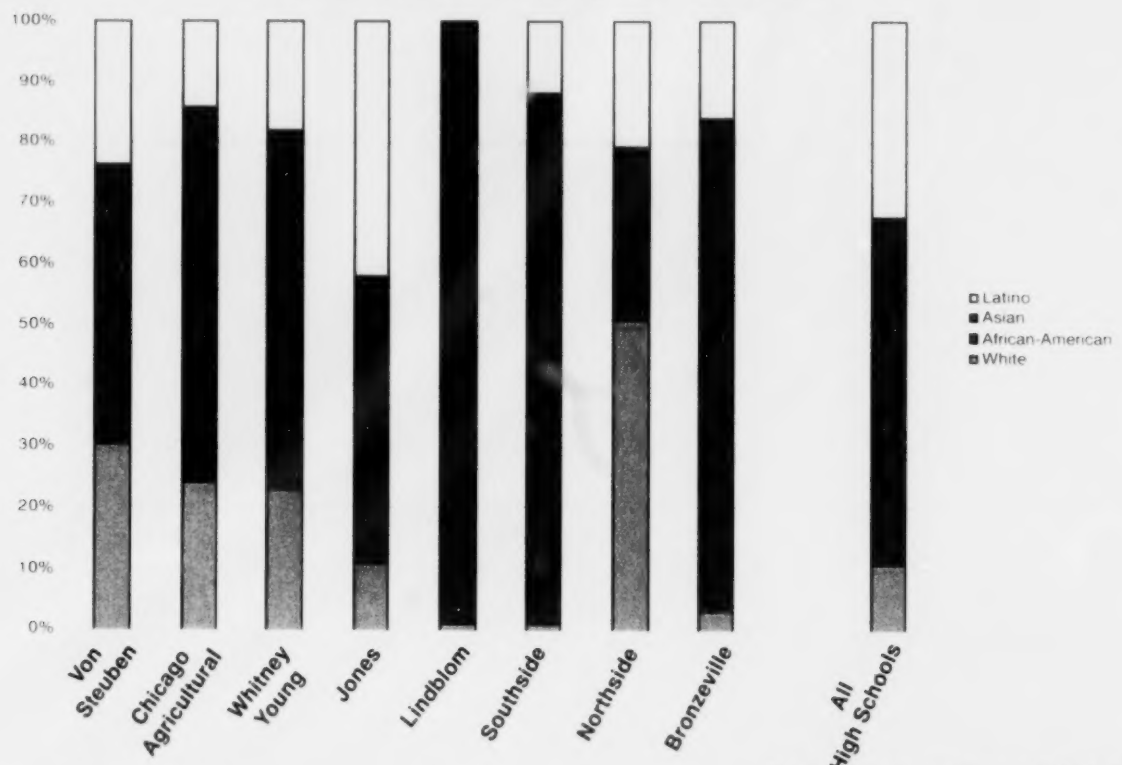
Source: CPS student record files for 1999 fall semester.

While white students comprised 11 percent of the total enrollment in CPS high schools in 1999, they accounted for more than twice as much, 24 percent, of the enrollment in magnet high schools. Asian students made up only four percent of the total enrollment in CPS high schools, but had three times the representation, 13 percent, in magnet high schools. African-American students made up just over half, 53 percent, of the total enrollment in CPS high schools, but under half, 43 percent, of the enrollment in magnet high schools. Latino students comprised 32 percent of the total high school enrollment, but only 20 percent of the enrollment in magnet schools in 1999.

Figure 25 displays the ethnic composition of each of the magnet high schools.

Figure 25

Ethnic Composition of Magnet High Schools



Source: CPS student record files for 1999 fall semester.

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Traditional Magnet Schools

- Two of the three traditional magnet high schools, Von Steuben and Whitney Young, showed substantial enrollment of students across the four largest ethnic groups.

Figure 26 displays the 1999 enrollment, by race/ethnicity, at each of the traditional magnet high schools. At Von Steuben, each of the four largest ethnic groups represented 20-30 percent of the total student body. African-American students were the largest ethnic group at Whitney Young, making up 44 percent of the student body. White students accounted for almost a quarter of the students, while Asian and Latino students made up 15 and 18 percent of its students, respectively.

- The other traditional magnet high school, Chicago Agricultural, primarily enrolled African-American students in 1999, but had sizable numbers of white and Latino students.

Changing Ethnic Composition at Traditional Magnet Schools

- The number of white and Latino students at Whitney Young increased from 1995 to 1999, while the number of African-American students declined.
- The ethnic composition of students at the other two traditional magnet schools remained similar from 1995 to 1999.

Figure 26 also displays enrollment at each of the traditional magnet high schools in 1995. Similar to

Figure 26

Enrollment in Traditional Magnet High Schools
1995 and 1999

School	Ethnic Group	1995 Enrollment	Percent of Total Enrollment	1999 Enrollment	Percent of Total Enrollment
Chicago Agricultural	White	93	19%	140	24%
	African-American	304	63%	343	60%
	Native American	1	0%	4	1%
	Asian	5	1%	6	1%
	Latino	82	17%	79	14%
	Total	485	100%	**572**	**100%**
Von Steuben	White	405	29%	444	30%
	African-American	328	24%	399	27%
	Native American	5	0%	17	1%
	Asian	299	22%	264	18%
	Latino	350	25%	345	23%
	Total	1,387	100%	**1,469**	**100%**
Whitney Young	White	332	17%	457	23%
	African-American	1,110	56%	888	44%
	Native American	3	0%	12	1%
	Asian	285	14%	308	15%
	Latino	270	14%	356	18%
	Total	2,000	100%	**2,021**	**100%**

Source: CPS student record files for the 1995 and 1999 fall semesters.

Figure 27

Enrollment in New Magnet High Schools, 1999

School	Ethnic Group	1999 Enrollment	Percent of Total Enrollment
Jones (9th & 10th grades only)	White	45	11%
	African-American	165	42%
	Native American	1	0%
	Asian	20	5%
	Latino	165	42%
	Total	**396**	**100%**
Lindblom (9th grade only)	White	1	1%
	African-American	126	99%
	Total	**127**	**100%**
Southside	White	2	1%
	African-American	338	88%
	Latino	46	12%
	Total	**386**	**100%**
Northside	White	255	50%
	African-American	32	6%
	Native American	5	1%
	Asian	114	22%
	Latino	101	20%
	Total	**507**	**100%**
Bronzeville Military Academy (9th grade only)	White	5	3%
	African-American	119	80%
	Asian	1	1%
	Latino	24	16%
	Total	**149**	**100%**

Source: CPS student record files for 1999 fall semester.

1999, each of the four main ethnic groups made up 20 to 30 percent of the enrollment at Von Steuben, while Chicago Agricultural enrollment was predominantly African-American, with about 35 percent white and Latino students. At Whitney Young, African-American student representation declined in both absolute and relative amounts. In 1995, there were 1,110 African-American students at Young, comprising 56 percent of the student population, while in 1999 there were 888 African-American students at Young, or 44 percent of the student population. At the same time, the number of white students at Young increased from 332 to 457, while the number of Latino students increased from 270 to 356.

New Magnet Schools

- Two of the new regional college preparatory high schools, Lindblom and Southside College Preparatory, and the new military magnet school, Bronzeville, were predominantly African-American in 1999 (see Figure 27).
- The other two new regional college preparatory high schools that were open in 1999 had mixed ethnic composition. Northside College Preparatory was half white, one-fifth Asian and one-fifth Latino with a few African-American students. Jones was about half Latino and half African-American, with some white and Asian students.

Commuting Distances

Figure 28 displays the average distance that students at CPS high schools travel to school, by race/ethnicity. This table can be compared to Figure 29 and Figure 30, which display the distance traveled by students at each of the traditional and new magnet schools, respectively. The maps that follow Figure 30 provide more detail on the residence of the students at each of the magnet schools compared to the school location. Each dot in the maps represents one student.

- At most magnet high schools, African-American students have the longest commuting distances. Latino and Asian students tend to have the shortest commutes.

On average, African-American students traveled about 2.6 miles to attend high school, compared with an average commuting distance of 2.3 miles among all CPS high school students. Latino students traveled, on average, only 1.8 miles to attend high school.

Figure 28

Distance of Students from All High Schools, 1999

School	Ethnic Group	Number of Students	% Within 2.5-miles	Average Distance in miles	% Change in Average Distance From 1995 to 1999
System	Overall	95,510	68%	2.30	3.14%
(All 9th thru 12th grade students)	White	10,768	69%	2.28	9.09%
	African-American	50,487	64%	2.59	4.44%
	Asian	3,952	61%	2.52	-3.45%
	Latino	30,127	76%	1.78	3.49%

Source: CPS student record files for 1999 fall semester. These numbers do not reflect students whose address was unknown.

Figure 29

Distance of Students from Traditional Magnet Schools, 1999

School	Ethnic Group	Number of Students	Percent Living Within 2-5 miles	Average Distance in Miles	% Change in Average Distance from 1995 to 1999
Chicago Agricultural	Overall	569	20%	**4.80**	-9.60%
	White	140	59%	**2.97**	-3.88%
	African-American	340	4%	**5.26**	-1.31%
	Asian	6	17%	**5.33**	5.54%
	Latino	79	16%	**6.15**	-19.61%
Von Steuben	Overall	1,467	45%	**3.12**	8.71%
	White	443	54%	**2.29**	3.62%
	African-American	399	11%	**5.61**	8.93%
	Asian	263	74%	**1.59**	3.25%
	Latino	345	49%	**2.54**	-2.31%
Whitney Young	Overall	2,010	11%	**6.70**	-0.30%
	White	453	12%	**6.53**	2.67%
	African-American	881	7%	**7.85**	1.42%
	Asian	308	13%	**5.21**	5.89%
	Latino	356	18%	**5.38**	9.80%

Source: CPS student record files for 1995 and 1999 fall semesters.

Figure 30

Distance of Students from New Magnet High Schools, 1999

School	Ethnic Group	Number of Students	Average Distance in miles
Jones (9th and 10th grades only)	Overall	394	**6.38**
	White	44	**6.40**
	African-American	165	**7.17**
	Asian	20	**3.08**
	Latino	164	**5.97**
Lindblom (9th grade only)	Overall	127	**1.80**
	White	1	**1.74**
	African-American	126	**1.80**
Southside	Overall	384	**3.03**
	White	2	**2.14**
	African-American	336	**2.99**
	Latino	46	**3.35**
Northside	Overall	503	**2.61**
	White	254	**2.79**
	African-American	31	**3.76**
	Asian	113	**1.62**
	Latino	100	**2.95**
Bronzeville	Overall	149	**5.41**
	White	5	**4.94**
	African-American	119	**5.51**
	Asian	1	**10.57**
	Latino	24	**4.82**

Source: CPS student record files for 1995 and 1999 fall semesters.

The average commuting distances for the different ethnic groups varied substantially among the different magnet schools. Each school is described separately in the sections that follow.

- Most of the magnet high schools predominantly enroll students that live in the same section of the city as the location of the school.

Von Steuben and Chicago Agricultural

While Von Steuben and Chicago Agricultural are not regional magnet schools, most students at Von Steuben live on the North Side, while most students at Chicago Agricultural live on the southwest side of the city. (See Figure 31.)

At Von Steuben, Asian students predominantly live within the 2.5-mile neighborhood area of the school. Half of the Latino and white students also live within the 2.5-mile neighborhood area. African-American students commute the farthest to attend Von Steuben, coming from the far northeast corner of the city and the West Side.

Because Chicago Agricultural is located on the edge of the city, its 2.5-mile neighborhood area is very small. Ethnically, this area is predominantly white, and most of the white students at Chicago Agricultural live in close proximity to the school. Most of the African-American and Latino students commute from farther distances on the South Side.

Northside and Southside College Preparatory

Northside and Southside High Schools are regional college preparatory schools for students in Regions 1 and 6, respectively. Almost all of their students do come from within the schools' regions (see Figure 32, next page). Students at Northside come from throughout the region. As at Von Steuben, African-American students commute the farthest because of the low concentration of African-American residents in areas of close proximity to the school. Students at Southside come only from those areas of Region 6 that are ethnically less than 10 percent white. Almost none of the white children in Region 6 attend Southside.

Bronzeville

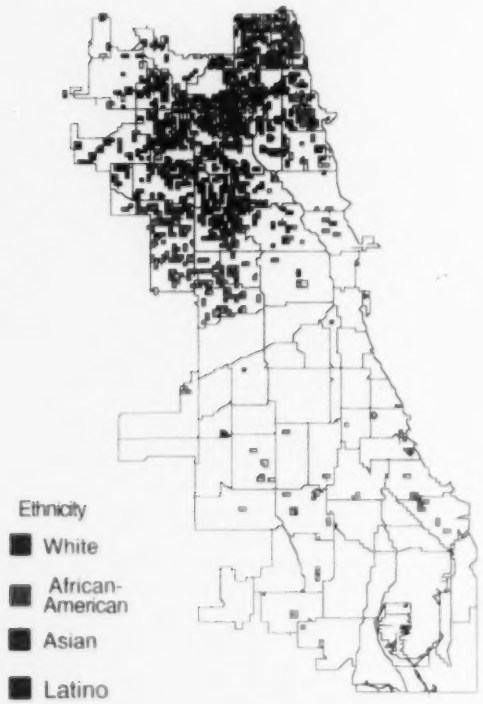
Bronzeville students predominantly live on the South Side of the city, outside of areas that have high concentrations of white residents. However, a few of the students at Bronzeville commute from the distant North and West sides of the city (see Figure 33, page 35).

Whitney Young and Jones

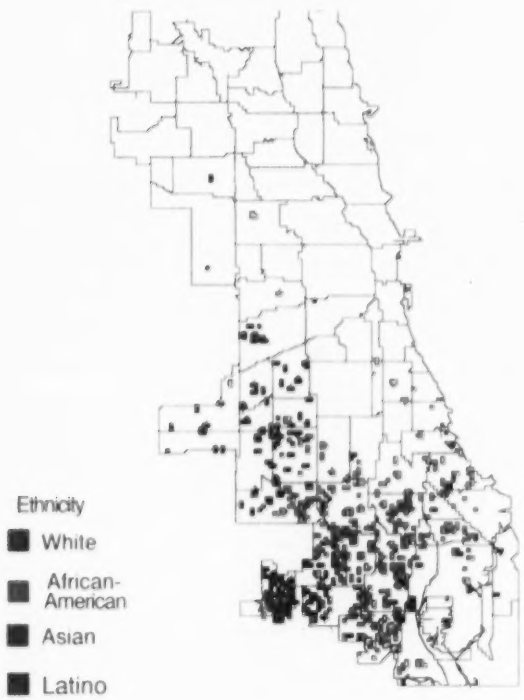
- Two of the magnet high schools, Whitney Young and Jones, attract students from across the city. Many students travel large distances to attend these schools.

Figure 31

Von Steuben Students' Residences by Ethnicity, 1999



Chicago Agricultural Students' Residences by Ethnicity, 1999



Source: CPS student record files for 1999 fall semester.

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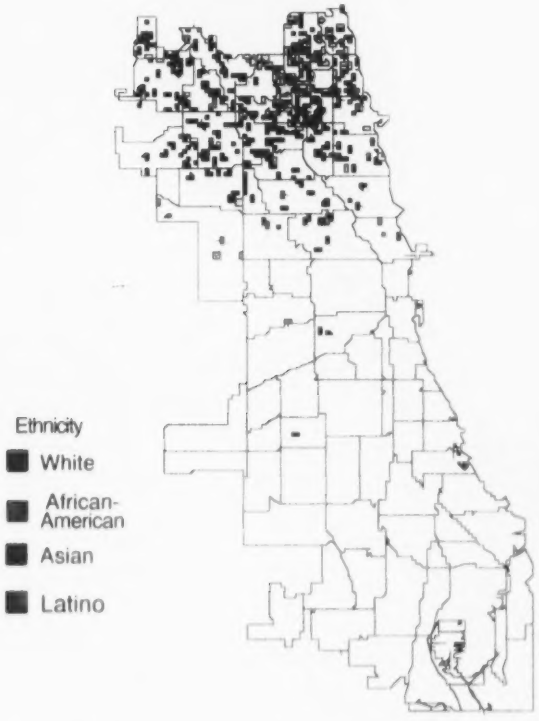
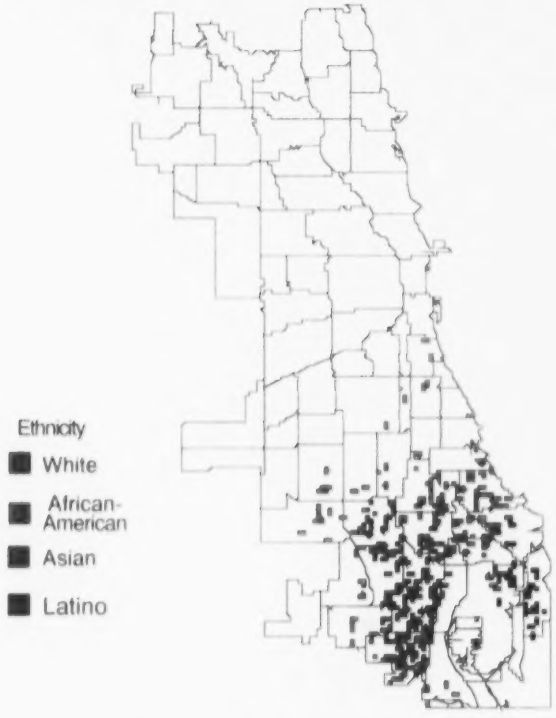
Where necessary, certain students' residences have been removed from maps in this report to protect confidentiality.

Figure 32

Northside Students' Residences by Ethnicity, 1999



Southside Students' Residences by Ethnicity, 1999



Source: CPS student record files for 1999 fall semester.

Whitney Young has a solid reputation as a very high achieving school. Its reputation no doubt attracts students from across the city. The even distribution of students from throughout the city is notable in that students are coming at fairly equal rates from wealthy, middle income, and impoverished areas (See Figure 34 on page 36).

Jones is a regional college preparatory school, but it draws students from across the city. Only about 14 percent of its students come from Region 3. Regions 2 and 4 do not yet have a college preparatory school, and a substantial proportion of Jones students, 46 percent, come from these regions. Still, 40 percent of the students at Jones come from as far away as regions 1, 5 and 6. There may be several reasons for this. First, Jones is located in the Loop and is easily accessible from all parts of the city by public transportation. Second, Region 3 contains substantially fewer CPS high school students than the other regions, and the percentage of those students that meet the eligibility criterion for magnet school application is lower. Therefore, students from other regions may face less competition for admission from students in Region 3 than outside students face in the other regions.

Have enrollment or commuting patterns changed since the implementation of residential proximity lotteries at the traditional magnet schools?

- Average commuting distances have not decreased substantially despite the implementation of 2.5-mile residential neighborhood areas for traditional magnet schools.

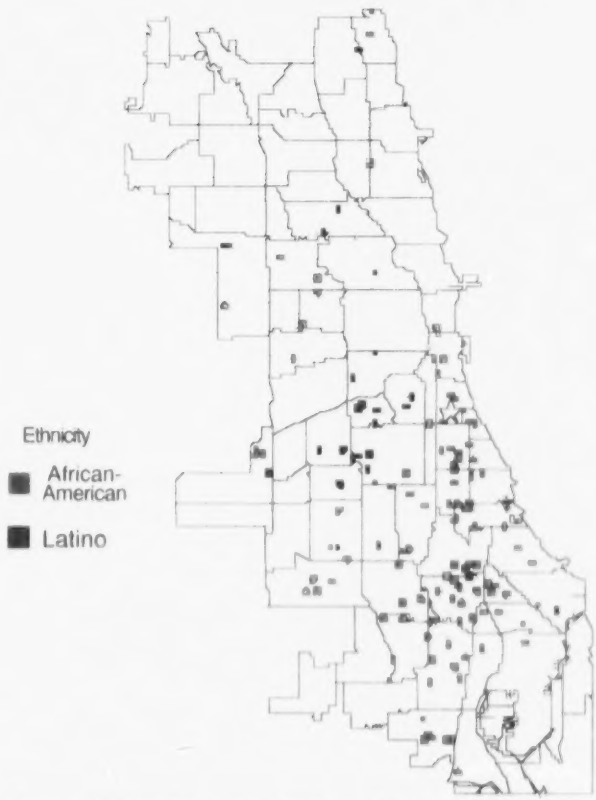
African-American, Asian, and white students at Von Steuben all lived *farther away* from the school, on average, in 1999 than in 1995. (See Figure 29 on page 31.) The change was most notable among African-American students. The average commuting distance for Latino students decreased from 1995 to 1999, concurrent with the growth of Latino population on the north side of the city.

At Chicago Agricultural, African-American and white students lived only slightly closer to the school, on average, in 1999 than in 1995. Over the same period, commuting distances decreased substantially among Latino students. As with Von Steuben, the decline in average commuting distance among Latino students is most likely due to the growth of Latino population near the location of the school–the southwest corner of the city.

From 1995 to 1999, average commuting distance to Whitney Young actually increased for all ethnic groups. However, because African-American students travel the farthest to attend Whitney Young, and because there was a decline in the percentage of African-American students at the school, the overall distance that students traveled was slightly less in 1999 than in 1995.

Figure 33

Bronzeville Students' Residences by Ethnicity, 1999



Source: CPS student record files for 1999 fall semester.

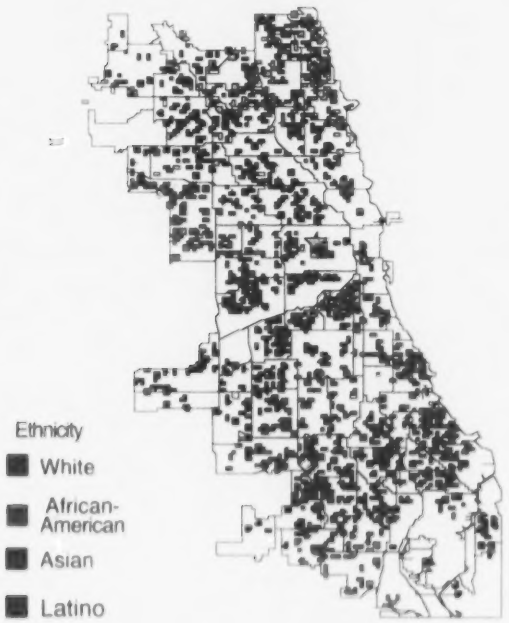
- The implementation of proximity lotteries can be expected to have substantially different effects on enrollment at each of the three traditional magnet schools.
- Because African-American students travel the farthest to attend magnet schools, they are more likely than students of other ethnic groups to be affected by the implementation of separate residential proximity lotteries.

Separate proximity lotteries were designed to increase magnet school enrollment of children within the neighborhood of the magnet school. In the Fall of 1998, schools with less than 15 percent enrollment from within 2.5 miles of the school were to conduct a separate lottery for neighborhood children, and in every year after, schools with less than 30 percent enrollment from the neighborhood were to hold a separate lottery. Given the enrollment at the traditional magnet schools, the final effects of this policy should differ substantially across the schools.

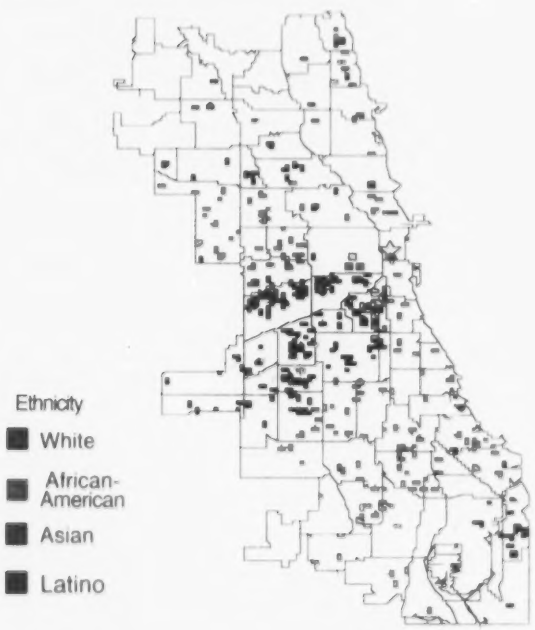
Von Steuben has traditionally pulled about half of its students from within 2.5 miles of the school, so it should not need to conduct a separate neighborhood lottery. Accordingly, there is no evidence that students are less likely to be coming from farther away to attend Von Steuben than they were several years ago.

Figure 34

Whitney Young Students' Residences by Ethnicity, 1999



Jones Students' Residences by Ethnicity, 1999



Source: CPS student record files for 1999 fall semester.

Over the past five years, about 20 percent of the students at Chicago Agricultural have come from within 2.5 miles of the school. This met the neighborhood criterion for the first year, but not for following years. If the school attempts to meet this goal, one would expect the racial/ethnic composition to become increasingly white, and less African-American, since the majority of its white students live within 2.5 miles of the school, while almost none of its African-American students do. The area within 2.5 miles of Chicago Agricultural is predominantly white (see Figure 21 on page 26).

However, because Chicago Agricultural is located in the far southwest corner of the city, its neighborhood proximity area is extremely small. It may be unreasonable to expect that it could enroll 30 percent of its students from within a 2.5-mile radius without giving substantial advantage to those students who live in close proximity to the school. In fact, there is no evidence that enrollment patterns relative to the 2.5-mile neighborhood zone have changed over the past several years. While there has been a slight increase in the number of white ninth-grade students at Chicago Agricultural, there has not been a decline in the number of African-American ninth grade students. The percentage of ninth-grade students enrolling from inside the 2.5-mile zone, versus outside of the 2.5-mile zone, has also remained relatively stable.

Whitney Young pulls students from across the city, with only about 10 percent of its students residing within 2.5 miles of the school. The use of a neighborhood lottery, therefore, should have the largest impact on enrollment patterns at Young, compared with the other magnet schools. Furthermore, because African-American students at Whitney Young are the least likely of students of any ethnic group to live within 2.5 miles of the school, use of a neighborhood proximity lottery may also lead to a decline in the percentage of African-American students at the school. In fact, there was a drop in

Figure 35

Top 15 CPS High Schools with the Highest Percentage of 9th and 10th Grade Students at or above National Norms on the TAP, 1999

School	Percent of Students at or above Norms in Reading	Percent of Students at or above Norms in Math	Average Percent of Students at or above Norms, both Subjects
Young	**97**	**98**	**97**
Lane Tech	87	93	90
Jones	**82**	**90**	**86**
Southside	**68**	**73**	**71**
Lincoln Park	67	71	69
Von Steuben	**62**	**73**	**67**
Prosser	55	72	64
Morgan Park	59	67	63
Kenwood	53	60	57
Kennedy	47	61	54
Lindblom*	44	62	53
Chicago Agricultural	**51**	**51**	**51**
Lake View	46	53	49
Hubbard	42	55	49
Hancock	35	62	49

Source: CPS test score files from May 1998.

* Lindblom was not yet a ninth- and tenth-grade regional college preparatory magnet school.

the percentage of African-Americans among ninth graders at Whitney Young, from about 50 percent of the ninth-grade class in 1995 to 1997, to about 40 percent in 1998 and 1999. At the same time, the percentage of ninth-grade students living within 2.5 miles of the school increased by about five percent.

Achievement Levels of Magnet High School Students

- All five of the CPS magnet high schools that reported ninth and tenth grade TAP scores in Spring 1999 showed more than half of their students at or above national norms in either reading or math (i.e., above average compared to all schools in the country).
- While all magnet high schools ranked in the top 15 (top 20 percent) of CPS high schools in terms of achievement on the TAP, they showed considerable variation in their scores.

Figure 35 displays the percentage of ninth- and tenth-grade students at or above national norms on the TAP in 1999 in the 15 top scoring high schools in the city. Many of these schools, including the magnet schools discussed in this report, require minimum ITBS scores or other proof of academic achievement to be eligible for enrollment, so it is not surprising that they show high achievement levels compared to other schools in the CPS.

Almost all students at Whitney Young showed TAP achievement levels that were at or above norms. Furthermore, more than 75 percent of Whitney Young students were in the top quartile of national TAP achievement levels.

Students at Jones also showed extraordinarily high scores on the TAP, with more than 80 percent of their students at or above norms and very few students (less than 2 percent) in the bottom national quartile. Unlike Whitney Young, the majority of students at Jones were not in the top national quartile. However, substantially more students were in this top group (32

percent in reading, 37 percent in math) than was average across the nation.

Southside and Von Steuben students performed better than the national average on the TAP, with more than 60 percent of their students at or above norms in reading, and more than 70 percent at or above norms in math. Less than 10 percent of the students at each of these schools were in the bottom national quartile on TAP performance, while slightly more than 25 percent of their students were in the top national quartile.

Chicago Agricultural performed at average levels compared to high schools nationally, with about 50 percent of their students at or above national norms in reading and math. The performance at Chicago Agricultural was substantially higher than that of most Chicago public high schools, as about 80 percent of schools showed TAP performance that was below the national average. Furthermore, while few of their students were in the top national quartile in performance on the TAP—about 12 percent in math, and 20 percent in reading—there were also few students—less than 20 percent—who were in the bottom quartile.

- Lane Tech, while not a magnet school, had substantially more students at or above norms on the TAP than most of the magnet schools.

Only Whitney Young showed higher achievement levels than Lane Tech. Furthermore, very few students at Lane Tech—less than 1 percent—were in the bottom quartile in national TAP performance.

Enrollment of High-Achieving Elementary-School Students

Among high-achieving CPS elementary students, how many go on to attend a magnet high school? Are there differences by region or race/ethnicity?

Figure 36 (see page 40) displays the number of CPS high school students in each region in Fall 1999 who had achieved ITBS scores that were at or above the 60th national percentile when they were in seventh grade. These students are examined separately from other students because they met the minimum criterion for applying to many of the magnet schools. By examining just this group of academically talented students, we can begin to discern whether magnet school opportunities were different for high-achieving children based on their race/ethnicity or area of residence in the city. This analysis does not address the issue of different rates of high achievement in elementary school across different ethnic groups or regions of the city. Lane Tech is included in this table along with the magnet schools because its achievement level is sufficiently high that it could attract students as the magnet schools. Lincoln Park is not included in this table because it operates as a school with a large magnet/gifted program, rather than as an entire magnet school. If Lincoln Park were included, the percentage of eligible students enrolled at a magnet school, Lane Tech, or Lincoln Park, increases 10 percent in Regions 1 and 2 (reaching 87% in Region 1 and 73% in Region 2), and two to four percent in the other regions. The final row for each region displays the percentage of students from each racial/ethnic group who had strong elementary test scores but did not attend a magnet high school or Lane Tech, despite remaining in the CPS.

- High-achieving students in the northern regions of the city are more likely to attend magnet schools or Lane Tech than high-achieving students in the southern regions of the city.

More than three-fourths (77 percent) of the high school students in Region 1 who had eligible elementary test scores for magnet school enrollment attended a magnet school or Lane Tech in 1999. Over half (63 percent) of the eligible students in Region 2 attended a magnet school or Lane Tech, while half (50 percent) of the eligible students in Region 3 attended one of these schools. In Region 4, one-third (34 percent) of the eligible students attended a magnet high school, compared to about one-quarter (23 percent) in Region 5 and 29 percent in Region 6. Much of this discrepancy is due to the extremely large number of students in the northern regions who attend Lane Tech.

Total enrollment at Lane Tech is much larger than at the other high schools. Ignoring students at Lane Tech, the percentage of high-achieving students in Region 1 that attend a magnet school is about twice as high as the percentage of high-achieving students in Regions 2, 4, 5, or 6 (60 percent compared to 30 percent), and about 50 percent higher than Region 3 (40 percent).

- Among students who showed high achievement in elementary school, there are few differences in magnet school attendance by race/ethnicity within each region.

Eligible students of different races show similar rates of magnet school attendance within each region. However, there are some exceptions:

Over half of the eligible Latino students in Regions 1 and 2 who took the ITBS in elementary school attend Lane Tech. Because of high enrollment at Lane Tech, Latino students are more likely than students of other ethnic groups in Region 2 to attend one of the high achieving schools. The high enrollment of Latino students at Lane Tech is very likely due to its location—south of Von Steuben, on the border of Regions 1 and 2—an area with a sizable Latino population.

Almost all eligible white students in Region 3 attend one of these high achieving schools. However, there are very few white students in Region 3 that attend a public high school. Among those that do, almost all attend Whitney Young.

Most eligible Asian students in Region 4 attend one of the magnet schools, predominantly Whitney Young. Because of high attendance at Whitney Young, Asian students in Region 4 are no less likely than Asian students in Regions 1 and 2 to attend a magnet school. Among all other racial/ethnic groups, magnet school attendance is higher in the northern region.

- Eligible Latino students in Regions 5 and 6 are much less likely than students of other ethnic groups to attend a magnet school.

Has the percentage of high-achieving elementary school students leaving the CPS before high school changed from 1995 to 1999?

- The percentage of high-achieving elementary school students who left the CPS between seventh and ninth grade to enroll in a school outside of the CPS declined from 1995 to 1999.
- The percentage of average and low-achieving elementary school students who left the CPS before high school remained relatively constant from 1995 to 1999.

. . . we can begin to discern whether magnet school opportunities were different for high-achieving children based on their race/ethnicity or area of residence in the city.

Figure 37 (page 42) displays the percentage of students who left the CPS between the spring of their seventh grade year and the fall semester of their ninth grade year, and then enrolled in a school outside of the CPS (either private or not in Chicago). These percentages are calculated only among first-time seventh graders who either left the CPS for another school (counted as leaving) or continued to enroll in the CPS (counted as not leaving). Students who dropped out of school are not included in the calculation of the percentages.

Among students who showed average or below-average achievement levels in seventh grade (those scoring below the 60th national percentile on the ITBS), the decline in the leave rate was small—from 12 percent to 11 percent. However, the decline in the

Figure 36

High School Attendance of Students with Eligible 7th Grade ITBS Scores

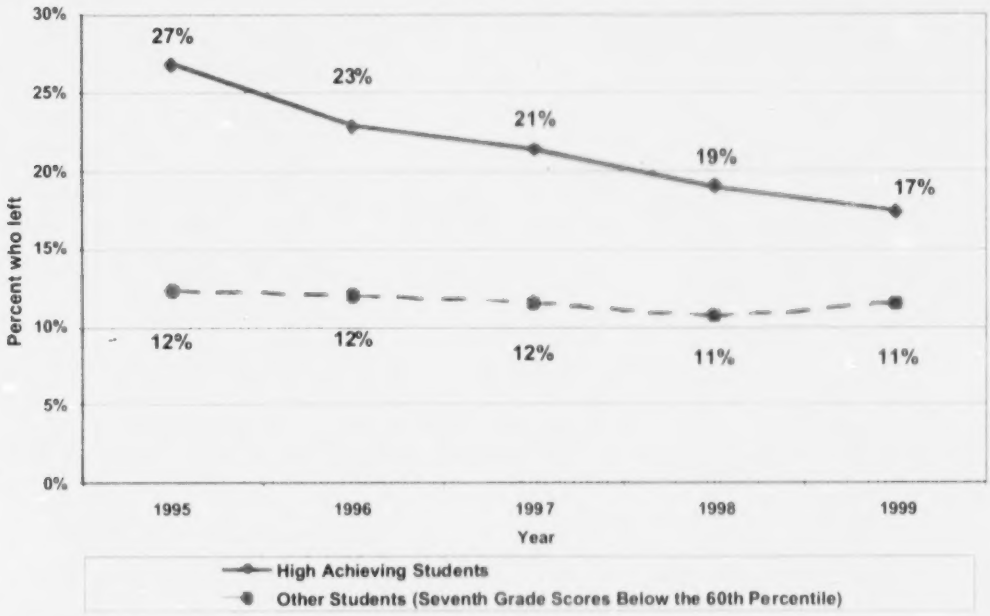
Percent of Each Group Attending each High-Achieving School	White	African-American	Native American	Asian	Latino	All Races
Region 1-Northside						
Number in the Region with High ITBS Scores	1233	241	22	722	616	2834
Number enrolled at . . .						
Jones	7	3	0	1	4	15
Lane Tech	469	76	5	304	306	1160
Northside	118	18	4	82	53	275
Von Steuben	162	30	2	84	54	332
Whitney Young	181	43	6	110	48	388
Percentage at any high-achieving school	76%	71%	77%	80%	75%	77%
Percentage at other CPS high schools	24%	29%	23%	20%	25%	23%
Region 2-Walter Payton						
Number in the Region with High ITBS Scores	333	409	6	43	809	1600
Number enrolled at . .						
Bronzeville	0	1	0	0	2	3
Jones	2	14	0	0	10	26
Lane Tech	119	132	2	19	436	708
Northside	11	9	0	1	17	38
Von Steuben	12	19	1	1	39	72
Whitney Young	48	58	1	6	45	158
Percentage at any high-achieving school	58%	57%	67%	63%	68%	63%
Percentage at other CPS high schools	42%	43%	33%	37%	32%	37%
Region 3-Jones						
Number in the Region with High ITBS Scores	32	383	0	14	122	551
Number enrolled at . . .						
Bronzeville	2	0	0	0	0	2
Jones	0	20	0	0	16	36
Lane Tech	2	66	0	0	5	73
Northside	0	1	0	0	0	1
Von Steuben	0	15	0	0	1	16
Whitney Young	23	86	0	9	29	147
Percentage at any high-achieving school	84%	49%	0%	64%	42%	50%
Percentage at other CPS high schools	16%	51%	0%	36%	58%	50%

Region 4-King						
Number in the Region with High ITBS Scores	207	301	5	163	587	1263
Number enrolled at . . .						
Bronzeville	0	0	0	0	2	2
Chicago Agricultural	2	1	0	0	5	8
Jones	8	8	0	8	65	89
Lane Tech	2	1	0	9	2	14
Lindblom	0	3	0	0	0	3
Southside	0	1	0	0	0	1
Von Steuben	0	3	0	0	0	3
Whitney Young	52	67	1	97	95	312
Percentage at any high-achieving school	31%	28%	20%	70%	29%	34%
Percentage at other CPS high schools	69%	72%	80%	30%	71%	66%
Region 5-Lindblom						
Number in the Region with High ITBS Scores	239	1072	4	27	297	1639
Number enrolled at . . .						
Bronzeville	0	1	0	0	0	1
Chicago Agricultural	12	6	1	1	4	24
Jones	6	28	0	0	7	41
Lane Tech	0	1	0	0	0	1
Lindblom	0	78	0	0	0	78
Southside	0	22	0	0	0	22
Von Steuben	0	4	0	0	0	4
Whitney Young	26	153	0	6	25	210
Percentage at any high-achieving school	18%	27%	25%	26%	12%	23%
Percentage at other CPS high schools	82%	73%	75%	74%	88%	77%
Region 6-Southside						
Number in the Region with High ITBS Scores	168	1073	4	16	192	1453
Number enrolled at...						
Bronzeville	0	6	0	1	0	7
Chicago Agricultural	24	45	1	1	7	78
Jones	2	20	1	0	6	29
Lane Tech	0	2	0	0	1	3
Lindblom	0	14	0	0	0	14
Southside	1	66	0	0	7	74
Whitney Young	26	176	1	3	17	223
Percentage at any high-achieving school	32%	31%	75%	31%	20%	29%
Percentage at other CPS high schools	68%	69%	25%	69%	80%	71%

Source: CPS student record files for 1999 fall semester and student test score files from 1995 through 1998 spring semesters.

Figure 37

Percent of High-Achieving Students Who Left CPS Between 7th and 9th Grades



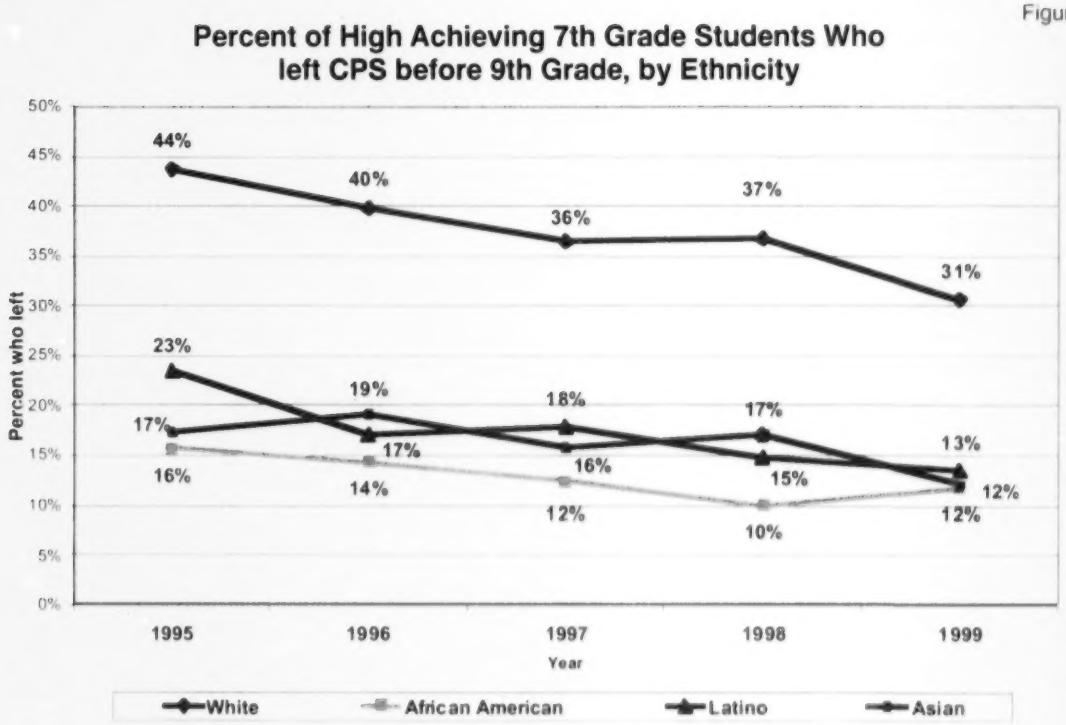
Source: CPS student record files for 1995 through 1999 fall semesters, and student test score files from 1993 through 1998 spring semesters.

leave rate was substantial among students who scored at or above the 60th national percentile on the ITBS in their seventh grade year, dropping from 27 percent in 1995 to 17 percent in 1999. Because elementary ITBS scores improved from 1995 to 1999, there were more seventh-grade students who scored at or above the 60th percentile in 1999 than in 1995. Therefore, the absolute number of high-achieving students who remained in the CPS for ninth grade, rather than attending another school, did not decline to the same extent as the percentage of these students who remained in the CPS. However, the absolute number did decline. High-achieving CPS elementary students were much more likely to stay in the CPS for high school in 1999 than in 1995.

- The drop in leave rates was largest among high-achieving white students, most notably corresponding with the opening of Northside College Preparatory in 1999.

High-achieving white students were more likely to leave the CPS for other schools than high-achieving students of other races in all years, 1995 to 1999 (see Figure 38). However, their leave rates dropped considerably over this time, from 44 percent to 31 percent. The largest decline in leave rates among white students occurred from 1998 to 1999, corresponding with a large enrollment of high-achieving white students at Northside College Preparatory, which opened in the Fall of 1999. Some other schools experienced

Figure 38



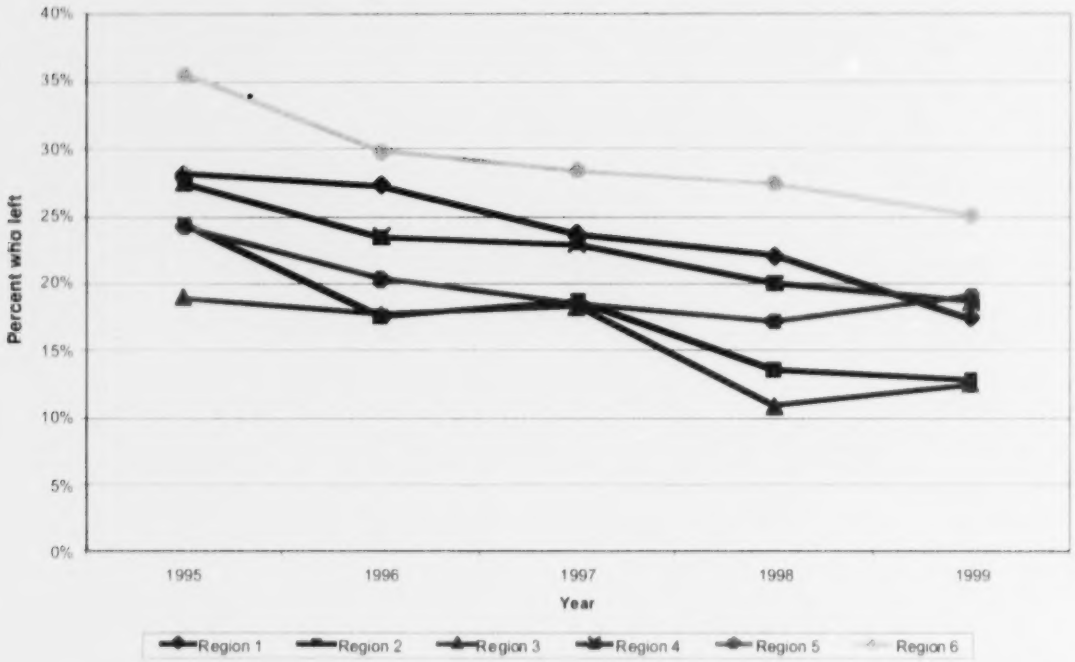
Source: CPS student record files for 1995 through 1999 fall semesters, and student test score files from 1993 through 1998 spring semesters.

slight increases in enrollment of high-achieving white students from 1995 to 1999 (e.g., Kennedy, Hubbard, Curie). However, the changes in enrollment at these other schools were modest compared to the sudden enrollment of students at Northside College Preparatory.

- Leave rates did not change substantially among high-achieving Asian students until 1999, when they dropped by about 5 percent.
- Almost all of the drop in leave rates among high-achieving Asian students corresponded with the enrollment of many high-achieving Asian students at Northside College Preparatory, which opened in 1999.
- Leave rates dropped almost as much among Latino students as among white students.
- In 1996 the drop in leave rates among high-achieving Latino students corresponded with an increase in their enrollment at Kennedy and Lane Tech. Declines from 1997 to 1999 coincided with substantial enrollment of high-achieving Latino students at Jones and Northside College Preparatory, which opened in 1998 and 1999, respectively.
- Leave rates among African-American students declined to a smaller extent than among white and Latino students.
- Drops in leave rates among high-achieving African-American students corresponded with increases in their enrollment at Morgan Park (beginning in 1995), Kenwood (beginning in 1997), and with the opening of Jones in 1998. However, leave rates of high-achieving African-American students went up slightly in 1999. This occurred at the same time as a decline in the enrollment of high-achieving African-American students at Whitney Young.
- Leave rates of high-achieving students declined in all regions of the city from 1995 to 1999.

Figure 39

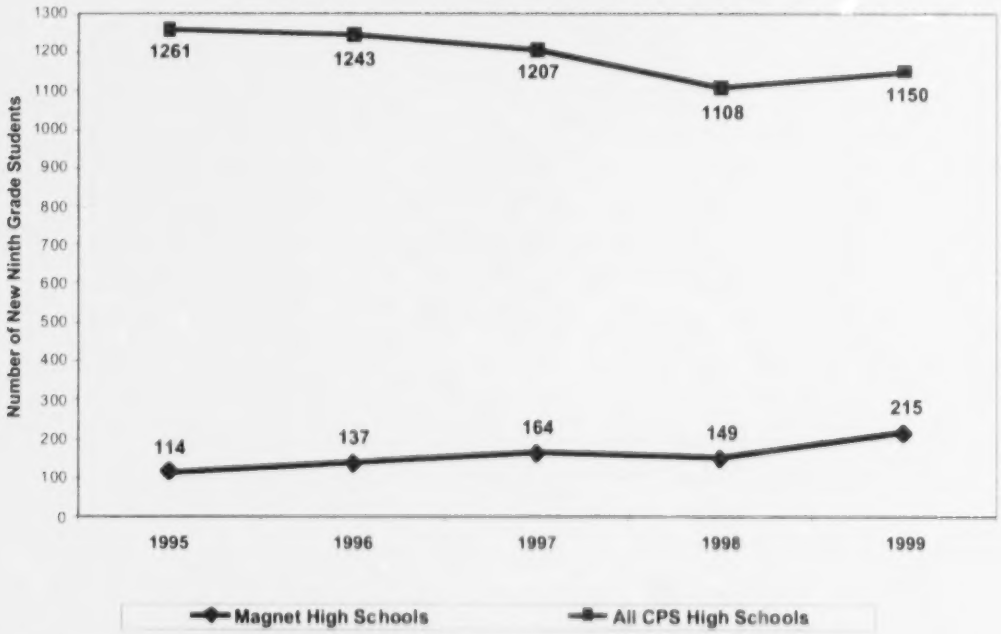
Percentage of High-Achieving 7th Graders Who left CPS before 9th Grade, by Region



Source: CPS student record files for 1995 through 1999 fall semesters, and student test score files from 1993 through 1998 spring semesters.

Figure 40

Number of 9th Grade Students Entering CPS from Private Elementary Schools, 1995-1999



Source: CPS student record files for fall 1995 through 1999 fall semesters.

Figure 39 displays the leave rates of high-achieving students in each of the six regions.

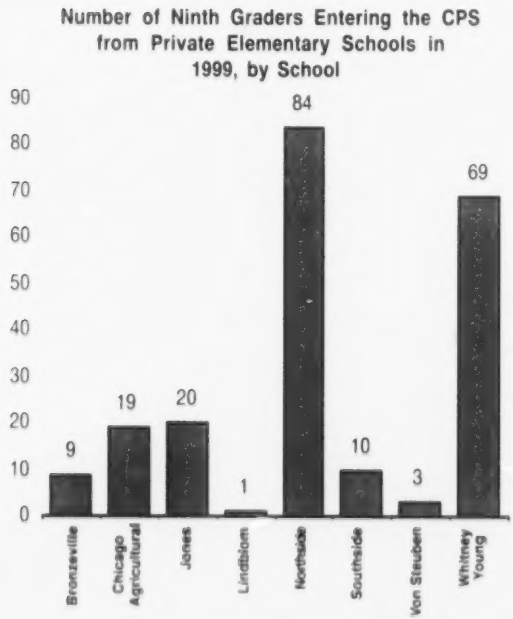
In Region 1, leave rates of high-achieving elementary school students declined most sharply from 1998 to 1999, corresponding with the opening of Northside College Preparatory. At the same time, enrollment of high-achieving students from Region 1 declined at Whitney Young, Lincoln Park, and Lane Tech. Northside may have attracted students away from these other schools. There was also a sizable drop in leave rates in Region 1 from 1996 to 1997, corresponding with an increase in enrollment of high-achieving Region 1 students at Von Steuben and Whitney Young.

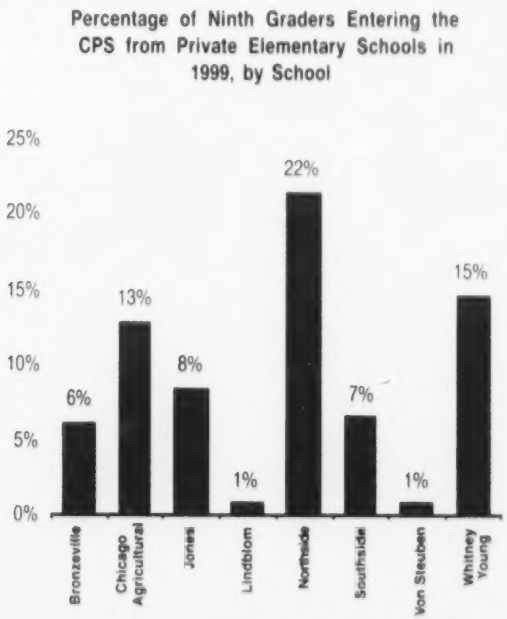
Region 2 showed large declines in leave rates from 1995 to 1996 and again from 1997 to 1998. Both of these drops were accompanied by an increase in high-achieving students enrolling at Lane Tech. Leave rate declines in Region 2 were also accompanied by slight increases in enrollment of high-achieving students at Prosser and Lincoln Park from 1995 to 1999, and some enrollment at Northside College Preparatory in 1999.

The largest decline in leave rates in Region 3 occurred from 1997 to 1998, and coincided with the opening of Jones as a magnet school, and a jump in enrollment of high-achieving Region 3 students at Whitney Young.

Regions 4 and 5 showed smaller declines in leave rates of high-achieving students than the other regions. There were a sizable number of high-achieving students from these regions that enrolled at Jones when it opened in 1998. From 1995 to 1999 there were also small, steady increases in the number of high-achieving Region 4 students enrolling at Kennedy, Hubbard and Curie, and Region 5 students enrolling at Lindblom, Morgan Park, and Kenwood. However, the number of high-achieving students from Regions 4 and 5 enrolled at Whitney Young declined over this period.

Figure 41





Source: CPS student record files, 1999 fall semester.

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In Region 6, declining leave rates occurred at the same time as increased enrollment of high-achieving students at Morgan Park and the opening of Southside as a regional college preparatory school.

Has there been growth in the number of students enrolling in CPS high schools from private elementary schools?

- The number of ninth grade students enrolling in CPS high schools from private elementary schools declined from 1995 to 1999.
- The decline in the number of private school students entering CPS high schools would have been larger if not for the opening of Northside College Preparatory in 1999.

Figure 40 displays the number of ninth graders enrolling in CPS high schools who attended private elementary schools in the previous year.

The number of ninth grade students enrolling in CPS high schools from private elementary schools decreased from 1261 in 1995 to 1150 in 1999.

At the same time, there was slight growth in the number of ninth grade students entering CPS magnet high schools from private elementary schools. Almost all of this growth in new student enrollment occurred with the opening of Northside College Preparatory in 1999.

What proportion of magnet high school enrollment comes from private elementary schools?

- Only Northside College Preparatory and Whitney Young enroll a substantial number of students from private elementary schools.

About one-fifth of the ninth grade class at Northside College Preparatory in 1999, 84 students, came from private elementary schools, while one-sixth of the ninth grade class at Whitney Young, 69 students, came from private elementary schools (see Figure 41). Fewer than 20 students at each of the other magnet schools enrolled from private elementary schools.

V.

Future Trends

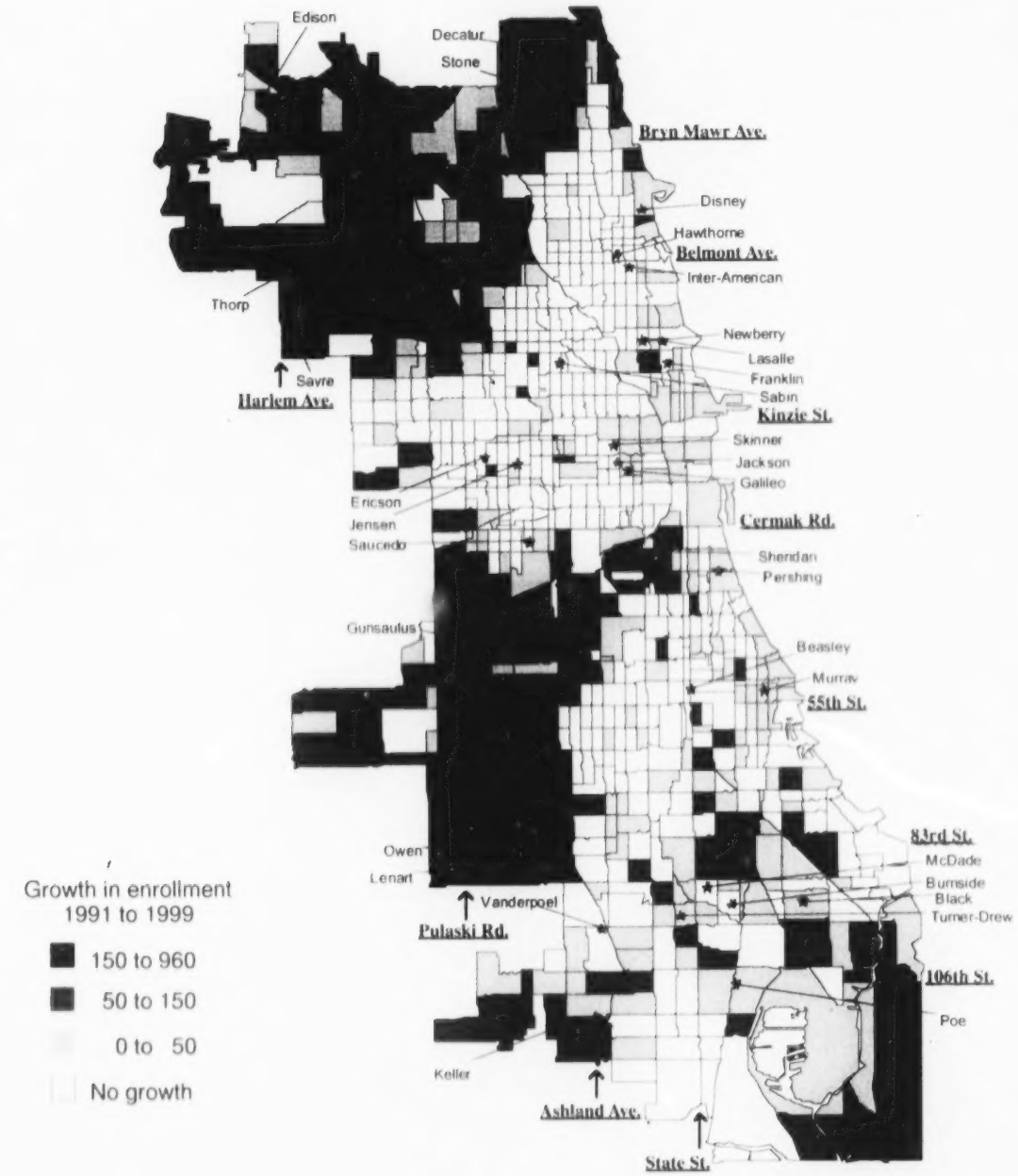
CPS Enrollment and Magnet School Location

- CPS students are increasingly coming from those areas of the city that have comparatively fewer magnet schools.
- The discrepancy between Latino enrollment in the system and Latino enrollment at magnet schools seems likely to grow, given current trends.

Figure 42 (next page) details the areas of the city in which CPS enrollment is growing, calculated through students' residences, and compares that growth to the location of the magnet elementary schools. The darker color means greater growth in terms of absolute number of students. As the map shows, the CPS population during the 1990s has grown in the southwest and northwest sides of the city. As previously mentioned in this report, this enrollment growth is due to the huge increase in the number of Latino students. At the same time, the majority of magnet schools are in areas that experienced either no growth or minimal growth. The areas of the city that have seen large increases in students are served by comparatively fewer magnet elementary schools. Furthermore, since Latino students tend to travel the shortest distances to attend their elementary schools, and the traditionally Latino areas of the city contain few magnet schools, and the Latino student population is growing in areas that have comparatively fewer magnet schools, this trend suggests that the system may have a future problem in terms of attracting Latino students to magnet schools.

Figure 42

CPS Enrollment Change: 1991 to 1999



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Source: CPS student record files for 1991 to 1999 fall semesters.

VI.

Summary

Access to Magnet Schools

Students' access to magnet schools varies substantially by their place of residence within the city. Therefore, because of substantial variability in neighborhood ethnic and economic composition, access to magnet schools also varies by economic and ethnic composition. While there are not large differences in overall access to magnet schools by ethnicity or economic status, there are some noticeable differences:

- Families living in the wealthiest sections of the city, the Loop and near North and West Sides, have access to many more magnet schools than other families in Chicago.
- Latino neighborhoods, and very low-income African-American areas on the South Side, have access to the fewest magnet schools. Areas that are predominantly middle-income white also tend to have access to few magnet schools.
- There are no magnet schools in areas that are predominantly Latino. While Latino areas are not less likely to be within the residential neighborhood area of magnet schools, Latino students do not have the option of attending a magnet school in a neighborhood that has a substantial proportion of Latino residents. Where high-achieving schools are located in predominantly Latino areas (e.g., Lane Tech), Latinos are at least as likely as students of other ethnic groups to attend.
- African-American students must travel farther, on average, than other students to attend the highest-achieving schools in the city. The new neighborhood proximity lotteries are likely to have the largest effect on African-American enrollment in magnet schools because African-American students have been the most willing to travel long distances for magnet school education. The implementation of transportation zones has brought a reduction in the share of new students at magnet schools who live more than six miles from the school.

Policy Effects on Racial/ Ethnic Integration

- Many magnet elementary schools do not meet the desegregation goals of the Desegregation Consent Decree. The 1997 comprehensive magnet school policy did not change this.
- The implementation of residential proximity lotteries and transportation zones has not substantially changed the racial/ethnic composition of student enrollment at elementary magnet schools. However, the full impact of the policy change will not be seen until the year 2005.
- At the high school level, the implementation of proximity lotteries seems to have had a small effect on the racial/ethnic composition at Whitney Young, and has the potential to affect the racial/ethnic composition at Chicago Agricultural.
- Other than Northside College Preparatory, the other new regional magnet schools have not been effective at attracting a large number of white students. Few white students are enrolled in high schools that have traditionally been predominantly African-American, even with a change in designation from regular to magnet schools.

Implications of the Development of New Magnet High Schools

- The number of high-achieving elementary students who left the CPS for high school has declined over the last several years, coinciding in each region with the opening of each new regional college preparatory school.
- The opening of Northside College Preparatory in 1999 also reversed the decline in the number of students enrolling in the CPS for high school from private elementary schools.
- The location of several new magnet schools in areas that are predominantly African-American has reduced the inequities in magnet school location between predominantly white and predominantly African-American neighborhoods. More magnet schools now exist in predominantly African-American areas.
- The new magnet schools, however, have not reduced the inequities in location for Latino students. None of the new schools are located in an area that is predominantly Latino.

The Mexican American Legal Defense and Educational Fund (MALDEF)

Mission

MALDEF is a national nonprofit organization whose mission is to protect and promote the civil rights of the more than 30 million Latinos living in the United States. It is particularly dedicated to securing such rights in employment, education, political access, public resource equity, and on behalf of immigrants. The organization achieves its objectives through public policy advocacy, community education, leadership development, law school and communications scholarships, and through the legal system. It strives to ensure that Latinos participate fully in our country's democratic process and make a positive contribution toward its well-being.

With headquarters in Los Angeles, MALDEF has regional offices in Los Angeles, San Francisco, San Antonio, Chicago, and Washington, DC. MALDEF also has a satellite office in Sacramento; program offices in Albuquerque, Houston, and Phoenix; and a census office in Atlanta. The thirty-five member Board of Directors is comprised of leaders from the public and private sectors, government, and law firms. MALDEF's staff of 75 employees includes 22 attorneys.

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Consortium on Chicago School Research

Mission

The Consortium on Chicago School Research is an independent federation of Chicago area organizations that conducts research on ways to improve Chicago's public schools and assess the progress of school improvement and reform. Formed in 1990, it is a multipartisan organization that includes faculty from area universities, leadership from the Chicago Public Schools, the Chicago Teachers Union, education advocacy groups, the Illinois State Board of Education, and the North Central Regional Educational Laboratory, as well as other key civic and professional leaders.

The Consortium does not argue a particular policy position. Rather, it believes that good policy is most likely to result from a genuine competition of ideas informed by the best evidence that can be obtained.

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